DOCUMENT RESUME

ED 107 072	95	EC 072 856

AUTHOR McDonnell, John J.; And Others
TITLE Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974.
INSTITUTION Oregon State Dept. of Education, Salem.; Oregon State System of Higher Education, Portland.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE 74
NOTE 225p.

EDRS PRICE MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS Annual Reports; *Aurally Handicapped; *Emotionally Disturbed; Exceptional Child Education; *Program Evaluation; Special Education; *Speech Handicapped; State Programs; Trainable Mentally Handicapped; *Visually Handicapped
IDENTIFIERS *Developmental Disabilities; Elementary Secondary Education Act Title VI; ESEA Title VI; Oregon

ABSTRACT

Nineteen projects that served seven different classes of handicapped were funded for 1973-74 in Oregon under Title VI of the Elementary and Secondary Education Act of 1965. Six projects were funded for the emotionally disturbed, four projects for the hearing impaired, two projects for the developmentally disabled, two projects for the visually impaired, and one each for the trainable mentally retarded and the preschool handicapped. The projects served 1,650 children at a cost of $247,045. A careful examination of the 19 projects funded supported the following conclusions: that resource rooms demonstrated themselves to be efficient ways to serve emotionally disturbed children; that, given appropriate training and technical assistance, classroom teachers could cope with behavior problems in the classroom; that the use of volunteer aides with both speech and visually impaired children in areas where teachers were working on an itinerant basis continued to demonstrate itself to be an effective technique; and that a project serving developmentally disabled high school youth demonstrated that work experience skills could be taught effectively to such children. (Author/GW)

ED107072

IMPACT 8

of the

Title VI Programs

in the

STATE OF OREGON

September 1973 – August 1974

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This report was prepared under the auspices
of the Oregon Board of Education

by

The Teaching Research Division of the
Oregon State System of Higher Education

John J. McDonnell
H.D. Bud Fredericks
Victor L. Baldwin
William G. Moore
Roy B. Anderson

EC 072 856

This publication was financed by funds from Title VI, ESEA as amended October 1968.

2/3

TABLE OF CONTENTS

Page
Introduction vi
Evaluation Plan vii
Results and Discussion ix
Recommendations xii

Projects listed by Title

1. A Regular Classroom Program for Emotionally Disturbed Children 1
2. Parent and Handicapped Pre Schoolers Training Program 25
3. Baker County IED Regional Program for Visually Impaired Children 39
4. A Pilot Program of Intervention for Emotionally Disturbed Junior High School Students 45
5. Behavior Modification Project for Emotionally Disturbed Children 49
6. Parent Consultant 57
7. Parent/Child Program for Handicapped Pre Schoolers 65
8. Reading Need of Emotionally Disturbed Girls 77
9. Area Speech Therapist – Lake County 81
10. Jackson County IED Program for Visually Handicapped 97
11. Coos County IED Program for Hearing Impaired Students 103
12. TMR Work Experience 111
13. Classroom Services to Emotionally Disturbed 131
14. Habilitation of Hearing Impaired Infants 145
15. Itinerant Language/Learning Disorders 153
16. Contingency Management 175
17. Program Expansion for Handicapped Use of Volunteers 187
18. Prevention of Pre School Speech Defects 207
19. Itinerant Teacher of Deaf in Malheur County 209

Projects listed by location

1. Albany 1
2. Albany 25
3. Baker 39
4. Beaverton 45
5. Estacada 49
6. Eugene 57
7. LaGrande 65
8. Lake Oswego 77
9. Lakeview 81
10. Medford 97
11. North Bend 103
12. Oregon City 111
13. Portland 131
14. Portland 145
15. Portland 153
16. Sandy 175
17. Sweet Home 187
18. The Dalles 207
19. Vale 209

Projects listed by Type of Population Served

1. Emotionally Disturbed	1, 45, 49, 77, 131
2. Speech and Language Impaired	81, 15, 153, 207
3. Trainable Mentally Retarded	111
4. Hearing Impaired	97, 145,209
5. Visually Impaired	39, 97, 103
6. Developmentally Disabled	25, 57, 175
7. Preschool Handicapped	25, 65, 145, 209

Advisory Committee

Title VI Coordinator .... **Mr. Dale Skewis**

Title VI Ad Hoc Committee
(For 1973-74 School Year):

CHAIRWOMAN:

Mrs. Dolores Bowman
Administrative Assistant
Martin Luther King
4906 N.E. Sixth Avenue
Portland, Oregon 97211

Mr. Ernest Cristler, Jr.
Director, Special Education
Umatilla County IED
P. O. Box 38
Pendleton, Oregon 97801

Rev. H. W. Hamilton
Executive Director
St. Mary's Home for Boys
16535 S. W. Tualatin Valley Highway
Beaverton, Oregon 97005

Dr. Vern Jones
Title VI Coordinator
Parkrose Public Schools
10636 N. E. Prescott
Portland, Oregon 97219

Mr. Doyle McCaslin
Director of Curriculum
South Umpqua School District
P. O. Box 649
Myrtle Creek, Oregon 97457

Mr. Ray S. Rothstrom
Coordinator of the MR Program
State Department of Education
942 Lancaster Drive N. E.
Salem, Oregon 97310

Mr. John E. Taylor
Coordinator of Handicapped Child Program
State Department of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310

Mrs. Nonda Stone
Department of Special Education
University of Oregon
901 E. 18th Street
Eugene, Oregon 97403

Dr. Christopher P. S. Williams
Associate Professor of Pediatrics
Mental Retardation Center
University of Oregon Medical School
3181 S. W. Sam Jackson Park Road
Portland, Oregon 97201

Third Party Evaluation Report

Prepared by

Mr. John J. McDonnell
Dr. H.D. Bud Fredericks
Dr. Victor L. Baldwin
Dr. William G. Moore
Mr. Roy Anderson

Teaching Research, a Division of
the Oregon State System of Higher Education

This publication was financed by funds
from Title VI, ESEA, as amended
October 1968

The Impact in the State of Oregon of Title VI of the Elementary and Secondary Education Act of 1965 as Amended
September, 1973 – August, 1974

Introduction:

Title VI of the Elementary and Secondary Education Act of 1965, P.L. 89-750, as amended, authorizes that U.S. Commissioner of Education make grants for the purpose of assisting states in the initiation, expansion and improvement of programs and projects for the education of handicapped children at the preschool, elementary and secondary school levels. The term "handicapped children" includes the mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who because of their handicaps require special education and related services.

Foundation of the Title VI program within any state is the State Plan, the contract or agreement between the state and the U.S. Office of Education, for the operation of programs and projects for handicapped children at the preschool, elementary and secondary school levels. The plan submitted by the State of Oregon was approved by the State Board of Education on April 10, 1968 with an effective date of April 18, 1968. This plan was approved by the United States Office of Education on May 5, 1968.

The State Plan described the present statewide educational program for handicapped children. This description is excerpted and included as Annex A of the publication, Impact of the Title VI Programs in the State of Oregon. The State Plan described the procedures for the administration of Title VI within the state.

In order to determine which projects were funded under the Title VI program, the Oregon Board of Education, with the assistance of the Advisory Committee, defined and selected the following criteria for establishing priorities for funding projects and programs:

1) The extent to which the project will provide special education services to categories of handicapped children who are not being served or served adequately through the state reimbursed handicapped child program.
2) Adequacy of description and documentation of the need for the special education service desired in the project.

   Highest priority to projects that stress unmet needs by documenting the number of handicapped children needing the special education service proposed.
3) Extent to which the project stresses early identification of handicapped children and includes aspects of early treatment.

   Highest priority to projects that provide preschool special education services to handicapped children.
4) Adequacy of the project procedures for identifying the handicapped children to be served.

   Highest priority to projects that provide adequate diagnostic provisions for selecting children in need of the special education service.
5) Extent to which the project is of sufficient size, scope and quality to give reasonable assurance of meeting the educational needs of the handicapped children to be served.

8

Highest priority to projects that provide special educational services focused on manageable numbers of handicapped children qualifying for the service and to projects that are designed to provide comprehensive service to these children.

6) Evidence of supplementation of the regular school program by the proposed project or program.

Highest priority to projects that make specific and realistic plans for integration into the regular school program of the handicapped children served by the project.

7) Extent to which other community and state resources are represented in the planning and operation of the project or program.

Highest priority to those projects that make full use of other community and state resources that are able to assist in the planning and operation of the project.

8) Provisions for evaluating the effectiveness of the special education services to be provided in the project.

Highest priority to projects that include specific evaluation procedures that are consistent with the objectives of the project appropriate for the services provided.

9) Provisions for participation of qualified nonpublic school handicapped children in the project.

Highest priority to projects that make provision for participation of eligible handicapped children enrolled in private schools in the area to be served by the project.

10) Adequacy of the size and qualifications of the staff.

Highest priority to the projects employing or purchasing the services of well qualified staff and with a high enough ratio of project staff to the number of handicapped children to be served by the project to ensure effective service.

11) Adequacy of facilities, both existing and proposed, for conduct of the project or program.

Highest priority to school facilities that are already available to the district and considered appropriate for the needs of the project.

12) Economic efficiency of the proposed project.

Highest priority to those projects listing a detailed budget of estimated amounts of funds required for operation of the project and for cost-service ratios that are consistent with the special education services to be provided.

The policies and procedures under which Oregon initiated, approved, and conducted state programs and projects and local programs and projects were described completely in Impact of the Title VI Programs in the State of Oregon. Essentially, this procedure involved school districts submitting applications for Title VI monies. These applications were reviewed by the Advisory Committee who determined recommendations for funding of applications. These recommendations were approved by the Oregon Board of Education who then notified the applying districts.

Evaluation Plan

From the inception of the Title VI program within the State it was determined that Oregon should have, as part of its Title VI operation, a Third Party Evaluation. Consequently, the State Department of Education contracted with Teaching Research, a Division of the Oregon State System of Higher Education, for consulting services for the development of an evaluation program for Title VI in Oregon. The report of the evaluation of the Summer 1968 program is contained in *Impact of the Title VI Programs in the State of Oregon.* This evaluation model was considered so acceptable by not only the Oregon State Department of Education but also by the United States Office of Education that it was continued for subsequent funding periods. The following is a summary of Third Party Evaluators for subsequent Impact Reports:

Year	Report	Third Party Evaluator
1968-69	Impact 2	Teaching Research
1969-Summer	Impact 3	University of Oregon
1969-70	Impact 4	Teaching Research
1970-71	Impact 5	Teaching Research
1971-72	Impact 6	Teaching Research
1972-73	Impact 7	Teaching Research

The third party evaluation was conducted in Oregon using the following model: After the projects had been selected for funding by an Ad Hoc Advisory Committee, research consultants from the Teaching Research Division and the Coordinator of the Title VI programs within the state met with each of the project directors prior to the commencement of the project. The purpose of this meeting was to finalize an evaluation plan for the particular project. This final evaluation plan entailed the determination of which measurement instruments were to be used and the method of conducting the measurements with these instruments.

During the school year Teaching Research consultants visited each project twice to insure that the evaluation procedures were being provided as planned. Special Education consultants of the State Department of Education visited projects associated with their speciality, not only serving as advisors to project directors in the conduct of the project, but also concerning themselves with the progress of the evaluation. Finally, the Title VI Coordinator visited each of the projects as a further check to insure that their progress and evaluation procedures were proceeding in accordance with the plan.

After the final report of each project was prepared and submitted by the project director, the results were examined, treated statistically where necessary, and determination made as to how successfully the project achieved its stated purposes. The results of that determination are reported herein.

The cost to the State for this Third Party Evaluation by the Teaching Research Division was $22,407 which included not only the initial planning with project directors and visits to project sites, but also the drafting of this report, including computer usage for statistical computations.

This evaluation plan which is utilized by the Oregon Board of Education to evaluate Title VI Projects has been selected as an exemplary model by Bureau of Education for the Handicapped (BEH), U.S. Office of Education in Washington D.C. Staff from BEH have repeatedly indicated to staff at the Oregon Board of Education that this evaluation plan and the resulting *Impact* reports are unique in the United States. BEH staff are particularly impressed because the Oregon Title VI Projects have objectives that are stated in precise behavioral terms, evaluation strategies that are applicable to the objectives and result in an ability to demonstrate behavioral changes in handicapped children.

These components allow staff from BEH to present data to the legislature to substantiate that monies spent for Title VI resulted in positive changes in handicapped children. The result of this is that the federal money appropriated for services for handicapped children has been increased since the inception of Title VI in 1968.

Results and Discussion of Title VI Projects in Oregon

Nineteen projects were funded for the academic year September 1973 through June 1974. Of the nineteen projects funded, five were located in the Portland area, seven were located in other parts of the Willamette Valley, and seven in other parts of Southern, Central and Eastern Oregon. See Figure 1 for the specific location of each funded project.

The nineteen projects that were funded for the academic year 1973-74 served children in seven different handicapping areas. Six projects were funded in the area of the emotionally disturbed, four projects for speech and language impaired, three projects for the hearing impaired, two projects for the developmentally disabled, two for the visually impaired and one each in the area of trainable mentally retarded and preschool handicapped. Sixteen hundred fifty children were served in the nineteen projects. The total dollars expended for these services were $247,045. The average cost per child for the academic year was $149.72.

In the area of the emotionally disturbed, 722 children were served for $84,126, which represents 34.05% of the total. For speech and language impaired children 216 children were served for $33,582, which represents 13.59% of the total. It should be remembered, however, that four of the six projects for the emotionally disturbed, children were served by their regular classroom teachers and the services of the project were provided to train classroom teachers to deal with emotionally disturbed children in the classroom. Consequently, the skills learned by these classroom teachers generalized to other children who exhibited deviant behavior problems in the classroom. Projects for the speech and language impaired were seen on an itinerant basis twice or three times per week for twenty to thirty minutes each day, while the remainder of the projects were for the most part served in a regular classroom on a full-time basis. Consequently, the number of hours and minutes of service provided to each child for the costs involved are varied greatly from one handicapping condition to another. Table 1 provides a breakdown of the number and type of projects, number of children served and dollars expended by handicapping condition for this funding period.

Table 1
Summary of Projects Funded for 1973 – 74

Handicapping Condition	No. of Projects	No. of Children Served	% of Total	Dollars Funded	% of Total	Cost per Child
Emotionally Disturbed	6	722	.4375	$84,126	.3405	$ 116.52
Speech & Language Impairment	4	216	.1309	33,582	.1359	155.47
Trainable Mentally Retarded	1	11	.0066	2,800	.0113	254.55
Hearing Impaired	3	32	.0193	46,304	.1874	1,447.00
Visually Impaired	2	18	.0072	34,239	.1385	1,902.17
Developmentally Disabled	2	521	.3157	30,994	.1254	59.49
Preschool Handicapped	1	130	.0787	15,000	.0607	115.38
TOTALS	**19**	**1,650**	**.9959**	**$247,045**	**.9997**	**$ 149.72**

For the second consecutive year heavy emphasis was placed in funding projects for the emotionally disturbed. Of the six projects funded in the area of emotionally disturbed four of these utilized the resource room concept. This approach entails taking children from the regular classroom for varying periods of time depending on their needs. Assistance is provided in academic areas as well as programs being conducted for various behavioral problems. Children return to the regular classroom for longer and longer durations some time during the school year as the behavior begins to reach criterion level of acceptable performance set by the regular classroom teacher. In addition training is provided to each child's classroom teacher, so that she may utilize the same procedures used by the special teacher in the regular classroom. Other spinoffs of this concept is that the classroom teacher can then generalize the use of the concepts to other children in her classroom. It is the opinion of the third party evaluator and the State Department of Education that this is a desirable way of training children with deviant behaviors.

Exemplary projects for the emotionally disturbed were both the Albany and the Sandy projects. The Albany project served 521 children by training classroom teachers to deal with this child in a regular classroom. The Sandy project served 15 children in the same fashion.

Of the four speech and hearing projects funded, the Portland project for learning disabled and language impaired children was by far the most exemplary. The data that was presented for this project demonstrated outstanding gains with most children. This project also incorporated the concept of training classroom teachers to provide language training for children in the regular classroom.

One comment should be made about the speech and language project, that was funded in Sweet Home. While this project demonstrated adequate change in children's articulation behavior, the original proposal was not for change in child behavior but rather to purchase mobile units for the Sweet Home School District to house the speech and hearing program. While this was a demonstrated need in Sweet Home, it is not in line with the priorities specified in the Title VI guidelines; therefore the Ad Hoc Committee should be advised that in the future purchase of physical facilities is not among the priorities for funding Title VI projects.

The project in the Linn-Benton IED trained parents to deal with their preschool trainable mentally retarded children. Appropriate gains were demonstrated in this project.

Three projects were funded for the hearing impaired. The projects in Malheur & Coos County served hearing impaired children who are enrolled in a regular classroom setting on an itinerant basis. They provided both specialized service (i.e., language, auditory discrimination, speech reading) in addition to tutorial services for academic subjects. The project at the Multnomah IED housed at the Good Samaritan Hospital Annex provided services to parents of preschool deaf children. This project was a parent training project in addition to direct service with the hearing impaired preschool children. This model has demonstrated itself to be a successful one.

Two projects were funded in the area of the visually impaired. For the second year the Baker County IED provided service to six children located in various parts of a large geographic area. Appropriate gains were made by each of the six children. During the new bienium it is anticipated that this project will become the Eastern Oregon Regional Facility for the Blind. In addition, a second project was funded in the Jackson County

IED where the teacher trained both volunteer, aides and parents to work with preschool and school age children when she was not available for service. Twelve children were served in this project; the data indicated excellent gains were made by each of the 12 children involved in the project.

A careful examination of the nineteen projects funded for this year would allow one to draw the following conclusions: 1) Resource rooms have demonstrated themselves to be efficient ways to serve emotionally disturbed children. 2) Given appropriate training and technical assistance, classroom teachers can cope with behavior problems in the classroom. 3) The use of volunteer aides with both speech and visually impaired in areas where teachers are working on an itinerant basis continues to demonstrate itself to be an effective one. 4) The project in the Clackamas IED which served high school aged developmentally disabled children demonstrated that work experience skills can be taught effectively to these children.

RECOMMENDATIONS

1. *That the Oregon Board of Education give priority to those projects in the future which examine the effects of the integration of multiply handicapped and/or developmentally disabled children with "normal" children in a regular classroom.*

Rationale: In the past five years, the concept of integrating severely handicapped and developmentally disabled children into the regular classroom has become a popular concept. The theory behind the concept is that if individualization is being used in a classroom that a classroom teacher can provide for the idiosyncratic needs of any child regardless of the severity of the handicap. A further purported advantage to integration is the elimination of categorization of children and the isolation of these children in separate classrooms. While these third party evaluators do not accept or reject these theories, they do feel that little data are available to support the advantages of integration. It would seem that the following areas need to be examined in more detail before acceptance or rejection can be given to the concepts of integration.

A. Which types of handicapped children can successfully be integrated into a regular classroom?

B. When compared with isolated settings, does integration provide for accelerated acquisition of academics and social behaviors for the handicapped child?

C. Does integration have any detrimental effect on the "normal" child?

D. Even if academic behaviors are accelerated for the handicapped child, is the social behavior of the child affected adversely?

It would appear that funding Title VI projects in the future to examine and gather information about the effects of integration would provide some positive information for other special education programs who are considering the use of this procedure. This recommendation is in line with Priority 6 as established by the State of Oregon which states:

> Evidence of supplementation of the regular school program by the proposed project or program. Highest priority to projects that make specific and realistic plans for integration into the regular school program of the handicapped children served by the project.

2. *That the Oregon Board of Education establish as a priority those projects which examine procedures used to provide vocational education and work experience for handicapped children.*

Rationale: The reasoning underlying the education of handicapped children in public schools in Oregon is to ultimately develop young men and women who are able to take their place in society to be independent citizens. This requires skills to serve and maintain a job over a sustained period if independence is to be forthcoming. It has been the observation of the third party evaluation team that vocational education for the handicapped has not developed nor utilized procedures which will allow this to happen adequately. Many training procedures have evolved over the past ten years which have demonstrated themselves to be effective in training the handicapped in the areas of academic and social behaviors. Some of these are: the development and utilization of task analysis; utilization of data collection systems which allow teachers to make decisions regarding changes in programming for children, the utilization of consequences which provides immediate reinforcement for desirable behavior and feedback for undesirable behavior. All of these procedures have demonstrated themselves to be successful in the areas of vocational education of the handicapped.

In addition, House Bill 4424 indicates that all handicapped children shall be served by the local school district. This law has become effective since the priorities were established for Title VI programs in Oregon. Since few procedures have been established which demonstrate effective changes in vocational skills for the moderate to severely retarded, it would appear to be advisable that school districts in Oregon be encouraged to submit proposals which would examine the effectiveness of these procedures in vocational education.

3. *That the Oregon State Department of Education make the Ad Hoc Committee aware of data related to the degree to which a project achieved its objectives in previous funding periods before considering them for second or third funding.*

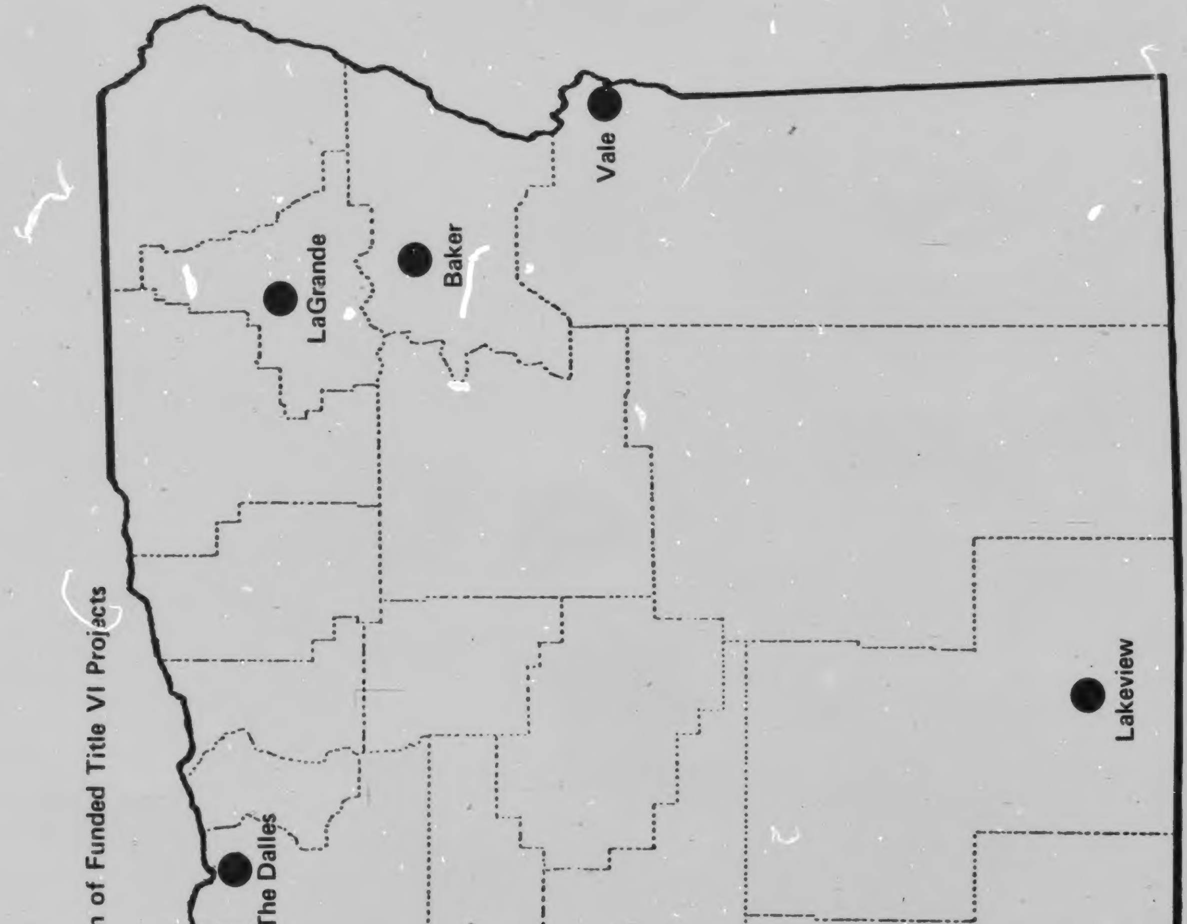
During past years the staff of several projects have not collected data as they agreed to do in the letter of agreement between the third party evaluator and the local district. When this occurs, this information is passed on to the staff at the State Department of Education. This information should be shared with the Ad Hoc Committee before they vote to fund these projects for second and third fundings.

4. *That the Oregon State Department of Education make the Ad Hoc Committee aware of data which demonstrates that the local district is making direct case contributions to projects and has plans to continue the project on local or state funds before second year funding is approved.*

Title VI funds have been awarded on a "seed money" concept in the past. That is that the money is awarded to get a program initiated with the intent that the local district begins to fund the project as soon as possible. Second year funding should then be awarded only if a local district demonstrates that they have assumed a portion of the cost of the project in the second year proposal. This contribution should be in the form of cash not, "inkind" contribution.

5. *That the Oregon State Department of Education make the Ad Hoc Committee aware of Oregon's priorities for funding prior to their review of project and that the State Coordinator of Title VI B Programs make them aware when they select projects for funding which do not match these priorities.*

In the past two years, the third party evaluators have noted that the Ad Hoc Committee has funded several projects which do not in any way match the priorities which have been established for the state. If the maximum service to the handicapped is to be received from these monies, it is necessary for the committee to review these priorities before the funding recommendations are made.


● Location of Funded Title VI Projects
Vale
Baker
LaGrande
The Dalles
Lakeview
Portland
Sandy
Estacada
Beaverton
Lake Oswego
Oregon City
Albany
Sweet Home
Eugene
Medford
North Bend

Title of Project:	*A Regular Classroom Program for Emotionally Disturbed Children*
Location of Project:	*Albany Elementary School District #5*
Type and Number of Children Served:	*484 Group Programs* *37 Individual Programs*
Funding Allocated:	*$13,500*
Project Beginning Date:	*August 15, 1973*
Project Ending Date:	*June 7, 1974*

Background and Rationale:

Prior to the 1973-74 school year no specific programs had been developed for the emotionally disturbed child in the Albany Elementary School District. The need for this type of program had been evidenced by the number of requests by classroom teachers for assistance with and/or services for dealing with problem children.

In accordance with the Oregon goal for Special Education: "to restore the handicapped pupil to full participation in the regular school program without further special assistance or where this is not possible, to minimize the effect of his handicap to where he can function in the regular program of the school with a minimum of special education assistance," this project was designed to serve the needs of emotionally disturbed children within the regular classroom. With the child remaining in the regular classroom, the responsibility for the child's educational program remained with the classroom teacher.

It was recognized that classroom teachers would need training and assistance in serving the emotionally disturbed child in the classroom. In addition, it was felt that the classroom teacher trained in behavior management techniques will have the skills to deal with problem behaviors before they become out of control. This project was designed to provide the classroom teacher with the necessary skills for developing a successful education and/or behavioral program for the emotionally disturbed child in the classroom setting.

In order to accomplish this an inservice training program was provided for the entire teaching staff of each participating school. During the first year, the project was implemented with four of the district's nine elementary schools, with the five remaining schools to be served during the second year of the project.

Objectives and Evaluation Plan:

1. *To provide inservice training for 44 classroom teachers in the area of behavioral and academic management, and teacher/child interactions.*

   Use the teacher inservice objective checklist.

2. *To change the behavior of identified children so they will function appropriately in the regular classroom.*

   List the number of children served in each school and the number of programs generated. A pre-post test will be provided for each child on the Walker Behavioral Checklist, and a description of the behavior, baseline data, and termination data for each child will be provided for each program generated.

Methodology:

The project staff consisted of the project director, one full time teacher consultant, and two half-time teacher consultants. The project director holds a master's degree in special education, and has had extensive training and experience in working with emotionally disturbed children and in training of classroom teachers in management of children with behavior and/or academic problems.

The teacher consultants are certified elementary teachers with classroom experience. All of the teacher consultants have had extensive experience in utilization of behavior management techniques. One teacher consultant holds a master's degree in guidance and counseling.

The Title VI project staff received inservice training during the summer of 1973. This training was conducted by the project consultant from Teaching Research Division of the Oregon State System of Higher Education. Inservice for the project staff has continued through weekly staff meetings with the project director and the project consultant.

During August of 1973, the Title VI project staff and consultant presented two half-day inservices to the seven district principals, the assistant superintendent, the superintendent, and director of support services, in order to acquaint these administrators with the project objectives, activities, and evaluation procedures.

Classroom Teacher Training

Forty-six classroom teachers and sixteen support services personnel participated in the four school inservices. Each inservice consisted of four one-day sessions with one session held weekly for four consecutive weeks.

These inservice sessions were initially conducted by the project staff and the project consultant, with the project staff presenting an increasing portion of each inservice until the project staff presented the entire inservice sessions for the last two schools participating.

During the inservice sessions, techniques for classroom management, individualization of instruction, and behavior management principles were presented and discussed with teachers utilizing many techniques, such as observing behaviors and recording data, writing behavioral objectives and specifying behaviors on observable descriptors, during the inservice sessions. Particular attention was given to the actual design and implementation of behavior treatment programs. In the week following the first inservice session, participating teachers were asked to specify a problem behavior for which they would design a behavior treatment program, and to collect baseline data on this behavior, with a reliability check on that behavior scheduled with one of the Title VI project staff.

As part of each of the three remaining inservice sessions, each teacher met individually with one of the Title VI project staff and continued in the design of the treatment program. Based upon the principles and techniques presented during the inservice session, each teacher selected treatment strategies he or she wished to utilize in the behavior treatment program, and with Title VI staff assistance, completed program design and implementation. At each weekly inservice teachers brought in the data they had collected on their programs, and discussed any necessary program changes with a project staff member.

Other topics covered during the inservice sessions included: utilizing shaping techniques in building new behaviors, modeling, pinpointing and remediation of academic skill deficiencies, use of interest centers, and effects of positive and negative comments. Teacher Inservice Training Objectives (see Table 1) were presented to the participants during the first inservice day.

Table 1

ALBANY TITLE VI PROJECT
(1973-1974 Inservice Objective)

At the conclusion of the four week inservice the participants will be able to perform the following:

I. Behavior Management

- a. Identify children with behavior(s) which interfere with the acquisition of academic and/or social skills. Identification will be measured by: (1) Deviation from the norms on the Walker Problem Behavior Identification Checklist; (2) Individual baseline data (frequency or duration) substantiated by concurrent data collected by Title VI staff.
- b. Specify the problem behavior(s), in writing, utilizing observable descriptors. Observable descriptors will be measured by obtaining at least 80 per cent reliability when recorded concurrently with Title VI staff.
- c. Specify a desired terminal objective for the identified behavior)s) which interfere with the acquisition of academic and/or social skills. A desired terminal objective will be measured by 80 per cent agreement with other participants.
- d. Establish suitable baseline data for the identified behavior(s). Suitable baseline will be measured by the collection and reporting of at least four data points which document the occurrence of the behavior(s).
- e. Identify two potential reinforcers that can be used contingently with the target child, or children, in the setting in which the baseline data was collected. Identification will be measured through a written mode.
- f. Design a behavior change program for the identified child, or children, which includes specification of: (1) problem behavior; (2) terminal behavior; (3) baseline; (4) cues; (5) consequences; and, (6) data collection method during program (must be same as baseline method). Design will be measured by the completion of a standardized Title VI program form.
- g. Implementation of a behavior change program. Implementation will be measured by the collection of treatment data and the reporting of this data in written mode.

II. Academic Management

- a. Identify child skill proficiencies and deficiencies in an academic area. Identification will be measured through the administration of a skill assessment tool.
- b. Specify a behavioral objective for teaching the skill deficiency. Specification must be in written mode and recordable by the Title VI staff.
- c. Design a daily prescriptive lesson to accomplish the behavior objective which includes specification of: (1) baseline deficiencies; (2) cues and materials; (3) consequences; and (4) daily data collection method. Design will be measured by the completion of a standardized Title VI program form.
- d. Implementation of the daily prescriptive lesson. Implementation will be measured by the collection of daily lesson data and the reporting of this data in written mode.

III. Teacher – Class Interactions

- a. Consult with the Title VI staff concerning the per cent of students that are task-oriented as recorded by the Teacher Observation Form. Consultation will be measured by individual teacher – Title VI staff sessions.
- b. Design, if appropriate, a classroom intervention program to increase task orientation which includes: (1) pre-treatment percentage of children task orientated; (2) terminal percentage level (specified by teacher);

(3) cues; (4) consequences; and, (5) data collection method during program. Design will be measured by the completion of a standardized Title VI Program Form.

c. Implementation of a program to increase task orientation. Implementation will be measured by the collection of treatment data and the reporting of this data in written mode.

d. Record the number of positive and negative interactions using the appropriate form. Recording will be measured by turning in the appropriate form to the Title VI staff.

e. Design, if appropriate, a classroom intervention program to increase the percentage of positive to negative interactions which includes: (1) pre-treatment percentage of positive to negative interactions; (2) terminal desired percentage (specified by teacher); (3) cues; (4) consequences; and (5) data collection method during treatment. Design will be measured by the completion of a standardized program form.

f. Implementation of a program to increase the percentage of positive to negative interactions. Implementation will be measured by the collection of treatment data and the reporting of this data in written mode.

Table 1

		OBJECTIVE
		I. Behavior Management
		A. Identify Behavior Program
		1. Walker
		2. Data
		B. Specify Behavior
		1: % Agreement
		C. Terminal Objective
		D. Baseline
		E. Identify Reinforcers
		F. Design Program
		1. Problem Behavior
		2. Terminal Objective
		3. Baseline
		4. Cues
		5. Consequences
		6. Data Collection
		G. Implementation
		II. Academic Management
		A. Identify Deficiencies
		B. Specify Behavior
		1. Title VI Recording
		C. Design Program
		1. Baseline
		2. Cues and Material
		3. Consequences
		4. Data Collection

		III. Teacher-Class
		A. Consult — task orient
		B. Design Program
		1. Baseline
		2. Terminal Objective
		3. Cues
		4. Consequences
		5. Data Collection
		C. Implementation
		D. Record-Positive & Negative
		E. Design
		1. Baseline
		2. Terminal Objective
		3. Cues
		4. Consequences
		5. Data Collection
		F. Implementation
		Notes & Comments

The format for inservice sessions generally was: individual teacher conferences with a Title VI staff member; presentation of inservice activities and materials; presentation of data by teachers on their programs; and evaluation of the inservice sessions by teachers.

Teachers were asked to evaluate the following aspects of each inservice session on a scale of 1 to 5, with 1 being the lowest rating, and 5 being the highest: the degree of interest in the session; value received from the session; effectiveness of handout materials. The evaluations from each school are shown in Table 2. As indicated by the ratings of the teachers, the inservice sessions were well received by the participants.

Inservice Training Objectives were set for each teacher to enable them to design and implement programs. Those participants meeting all of the objectives by the end of the school year were to be granted three District #5 increment credits. The percent of objectives completed by support services personnel and teachers is shown in Table 3. Of those not completing all objectives four were support services personnel, and two were classroom teachers, one of whom initiated but did not complete a program, while the others did not choose to design and implement a program for increment credit.

Table 2

INSERVICE EVALUATION

School	Degree of Interest in Sessions	Value Received from Sessions	Effectiveness of Handout Materials	Overall Rating of Inservice
#1	3.6	3.8	4.1	3.8
#2	3.87	3.65	4.1	3.88
#3	4.39	4.1	4.08	4.19
#4	4.72	4.87	4.85	4.81

Table 3

School	% of Objectives Met by Teachers and Support Services Personnel Attending Inservice
#1	95%
#2	82%
#3	95%
#4	100%

Table 4 shows the number of teachers and support services by school participating in each inservice, the number of those participants initiating programs during the inservice, and the number of programs initiated following the inservice training. Of the sixty-two participating in the inservices, fifty-seven teachers and support service personnel initiated programs during the inservice sessions.

Target behaviors and consequences specified in the programs initiated during the inservice are shown in Table 5. The target behaviors most frequently specified were attending to task, talk outs, and task completion, in that order. Most of the programs utilized combinations of those consequences listed.

Table 4

School	# OF PARTICIPANTS			PROGRAMS INITIATED DURING INSERVICE							PROGRAMS INITIATED FOLLOWING INSERVICE		
					# of Programs Initiated								
	Teachers	Support Services	Administrators	#Teachers & Sup. Services Initiating Programs	Individ.	Group	Total	% Successfully Completed	% Ongoing as of May 20	% Terminated before Completion	Individ.	Group	Total
1	17	5	1	21	9	12	21	95%	0	5%	21	33	54
2	11	5	1	13	6	7	13	100%	0	0	25	16	41
3	12	4	1*	15	15	5	20	95%	0	5%	11	27	28
4	6	2	1*	8	7	2	9	89%	11%	0%	12	9	21
Total	46	16	3	57	37	26	63	95.2%	1.6%	3.2%	69	85	154

*same administrator

Table 5

Programs Initiated During Inservice
BEHAVIORS and CONSEQUENCES SPECIFIED

	School #1	School #2	School #3	School #4	Total
TARGET BEHAVIORS					
I. Behavior					
A. Attending	1	1	9	5	16
B. Transition	4	0	3	1	8
C. Talkouts	7	4	1	1	13
D. Out of Seats	0	0	1	0	1
E. Task Completion	3	5	1	1	10
F. Other	2	2	3	1	8
G. Combination	2	0	1	0	3
II. Academic					
A. Reading	2	1	0	0	3
B. Spelling	0	0	1	0	1
C. Math	0	0	0	0	0
Total	21	13	20	9	63
III. Consequences					
A. Social only	2	0	0	0	2
B. Graph only	1	3	1	1	6
C. Contingent Activities	2	4	1	0	7
D. Token only	4	4	4	2	14
E. Coutoon only	0	0	0	0	0
F. Check-Off Chart only	1	0	0	0	1
G. Combination	11	2	14	6	33
Total	21	13	20	9	63

Follow up

Following the four inservice days with each school, project staff members met individually with each teacher weekly, assisting the teacher in implementing needed program changes and collecting program data from the teachers until the terminal objective was met. The project staff was also available to assist teachers in design and implementation of new programs throughout the remainder of the school year.

As shown in Table 4, one hundred fifty-four programs were initiated by teachers following completion of the inservice sessions. These programs were in addition to the sixty-three programs designed and implemented by teachers and support services personnel with the Title VI project staff assistance. It is most significant that after completion of the inservice sessions, the teachers and support services personnel (1) found the behavior management techniques so effective that they chose to continue to utilize these techniques in their classrooms, and (2) that they demonstrated the necessary skills in designing and implementing these additional programs with only minimal assistance from the Title VI staff.

It appears that this project, by providing teachers with inservice training in behavior modification skills, and by assisting each participant in the design and implementation of a behavior change program in the participant's own classroom, has met its objective of providing regular classroom teachers with the skills for dealing with the emotionally disturbed child within the regular classroom environment.

Results:

1. *To provide inservice training for 44 classroom teachers in the area of behavioral and academic management, and teacher/child interactions.*

Teachers and support services personnel from the four participating schools were presented with a set of objectives, describing the procedures to be followed in designing and implementing behavior management or academic management programs. These objectives are shown in Table 1.

The percent of objectives met by teachers in each of the participating schools is shown in Table 3.

Initially the Teaching Research Teacher Observation Form was to be used as a measure of the impact of the inservice training. In many cases, it proved to be extremely threatening to teachers to be observed by the project staff prior to the inservice for the purpose of obtaining baseline data. Therefore, the third party evaluator and state Title VI Coordinator approved using the Inservice Objectives as a measure of the effectiveness of the inservice training.

However, the project staff did continue to use the teacher observation form with teachers as a basis for teacher feedback or strengths and weaknesses, but did not use the form with the teachers prior to the inservice sessions. For this reason it would be difficult to make pre and posttest statements regarding the teacher observations.

2. *To change the behavior of identified children so they will function appropriately in the regular classroom.*

Sixty-three behavior or academic change programs were initiated by 57 classroom teachers and support services personnel, with Title VI staff assistance. (See Table 4) In each case the problem behavior was specified, baseline data was collected, a terminal objective was stated and treatment strategies were specified by the teacher. The results achieved in these programs indicate that a total of 95.2% of the programs initiated were successfully completed as of May 20, 1974; 1.6% were ongoing, and 3.2% had been terminated before completing.

A total of 521 children were serviced through these 63 programs initiated by teachers during the inservice training. As seen in Table 6, 484 children were served in the 26 programs designed for a specified behavior for a group of children. Individual behavior or academic change programs were designed and implemented for 27 students. Walker Problem Behavior Identification Checklists were completed on a pre and posttest basis for the students in individual behavior treatment programs. These pre and post scores on the Walker Problem Behavior Checklist reflect the classroom teacher's impression of the child's behaviors, rather than representing the actual documentation of frequency of occurrence of behaviors. The frequency of occurrence of target behaviors is reflected in the behavior change program data.

Table 6

Programs Initiated During Inservice

School	# of Children Served Directly		
	Group	Individual	Total
#1	237	9	246
#2	128	6	134
#3	83	15	98
#4	36	7	43
Total	484	37	521

Representative samples of individual and group programs are included below, with a discussion of each program:

Group Program #1

Group: Third grade class Teacher: Classroom Teacher

Task Objective: To reduce the number of talk outs by the entire class during math to 120 or fewer (2.88/minute)

Program: The teacher recorded on a chart 1 point for 40 or fewer talk outs by the group during each 15 minutes of math. Four points earned a film loop for the class to see after lunch. The teacher praised the group whenever they were quiet.

Final data: Average = 1.28 talk outs/minute.

As will be seen in Figure 1 the number of talk outs per minute remained at treatment level after points were no longer being awarded. The teacher continued to praise the class for being quiet.

Group Program #2

Group: Fifth Grade Class Teacher: Classroom Teacher

Task Objective: To decrease the number of talk outs by the class during math to: step 1) 5.0 per minute for two consecutive weeks; step 2) 2.0 per minute for two consecutive weeks.

Baseline data: Average 7.46 talk outs per minute.

Program: Treatment I: The teacher instituted a system in which students requesting help during math were to put up small cards (flags) on their desks. During a 10 minute period each math class, the teacher counted the number of talk outs by the group and recorded them on a chart. The teacher has a class system in which students can spin for a number of stamps to be put in their stamp books. Stamps are used at a later date for a class auction. If criterion as stated in the objective was met, the class earned the opportunity to spin and draw out a number. This number indicated how many stamps could be earned. Ten days at criterion level earned a popcorn party for the class.

Treatment II: The program objective was met, at which time the teacher chose to leave the daily spin for stamps in effect, but to discontinue the graph and popcorn party. (See Figure 2).

Figure 1

Group Program #1

TEACHER'S NAME: 1 2 G

Terminated 11-14-73

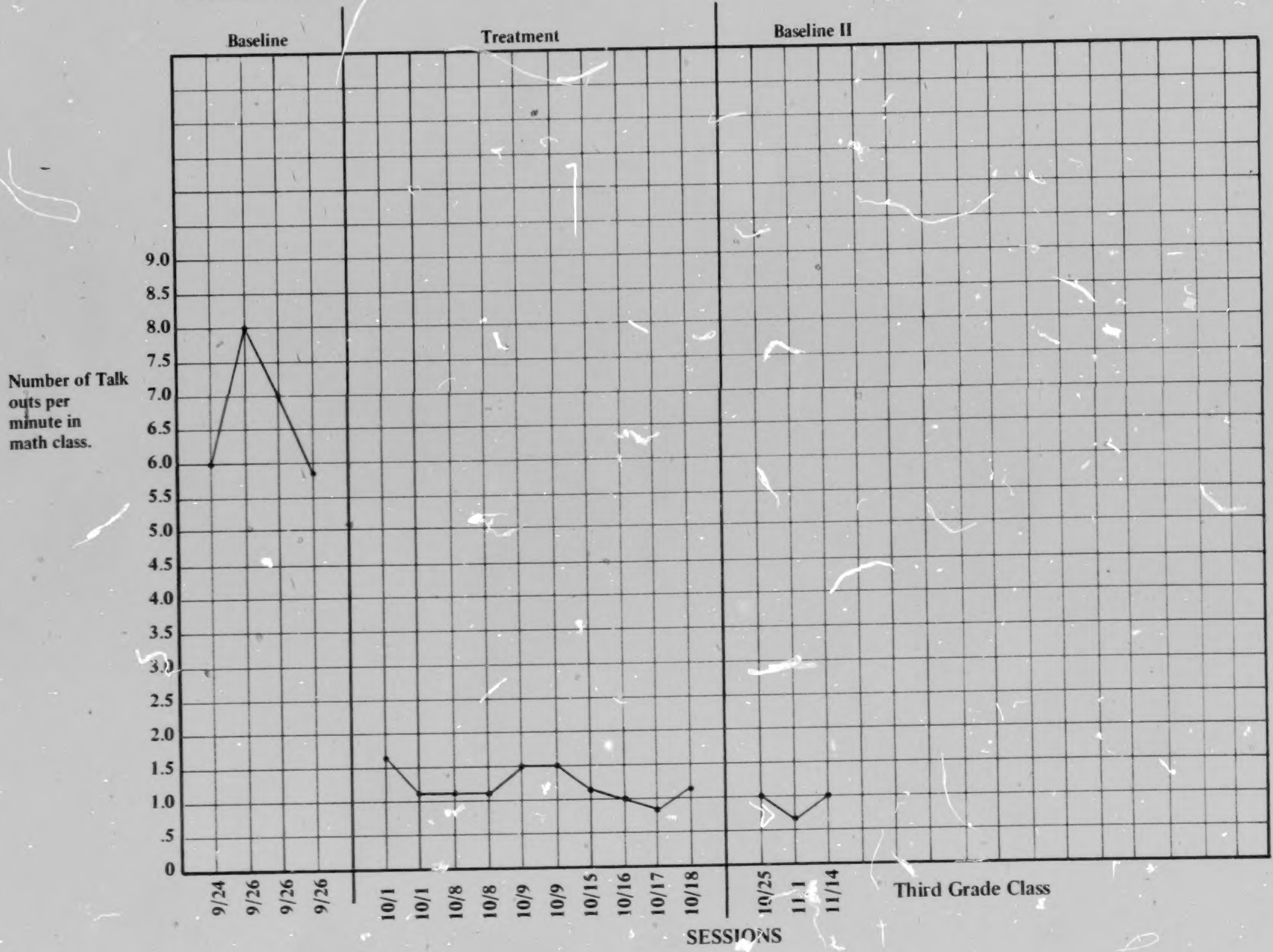
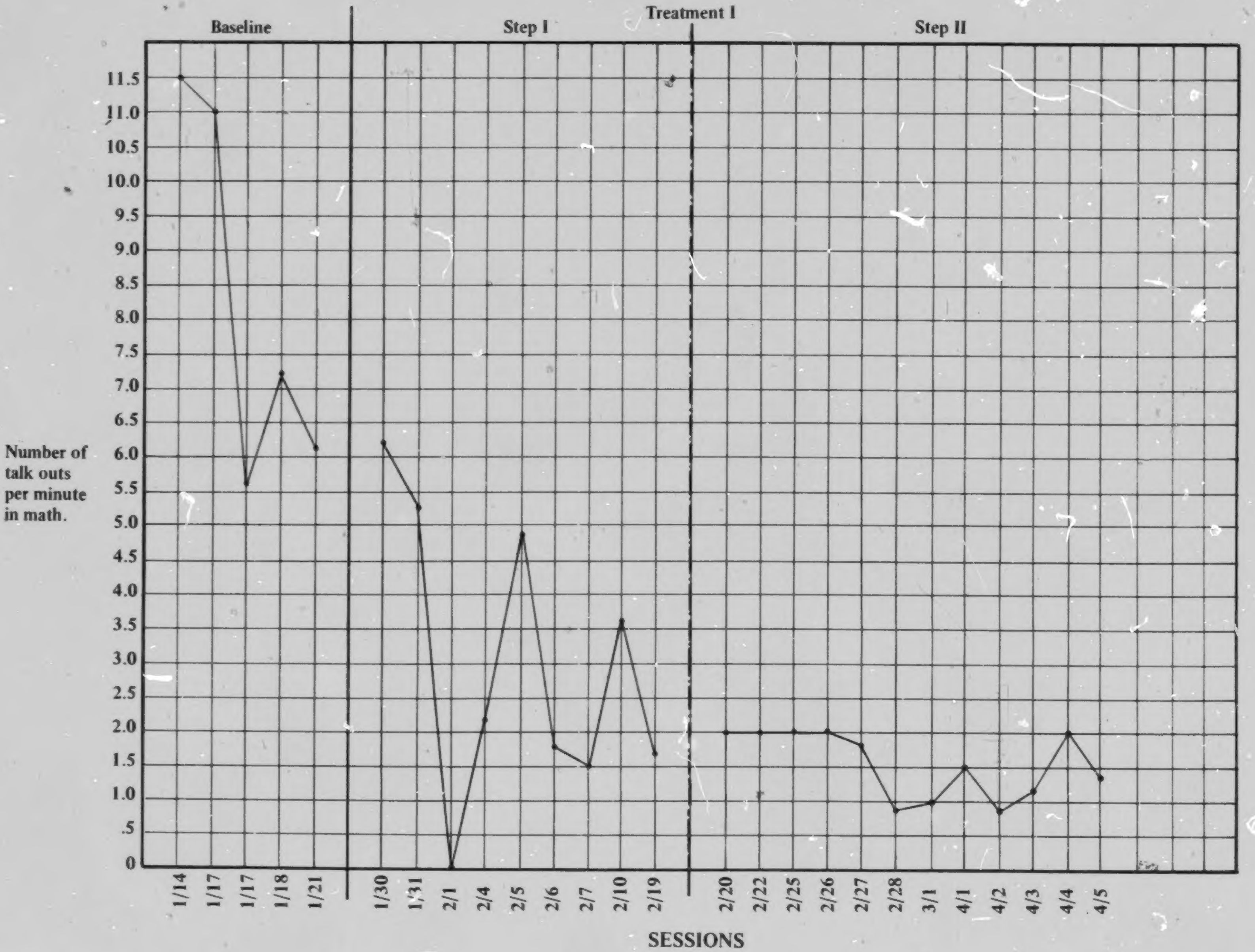


Figure 2

Group Program #2

TEACHER'S NAME:

Terminated 4-16-74



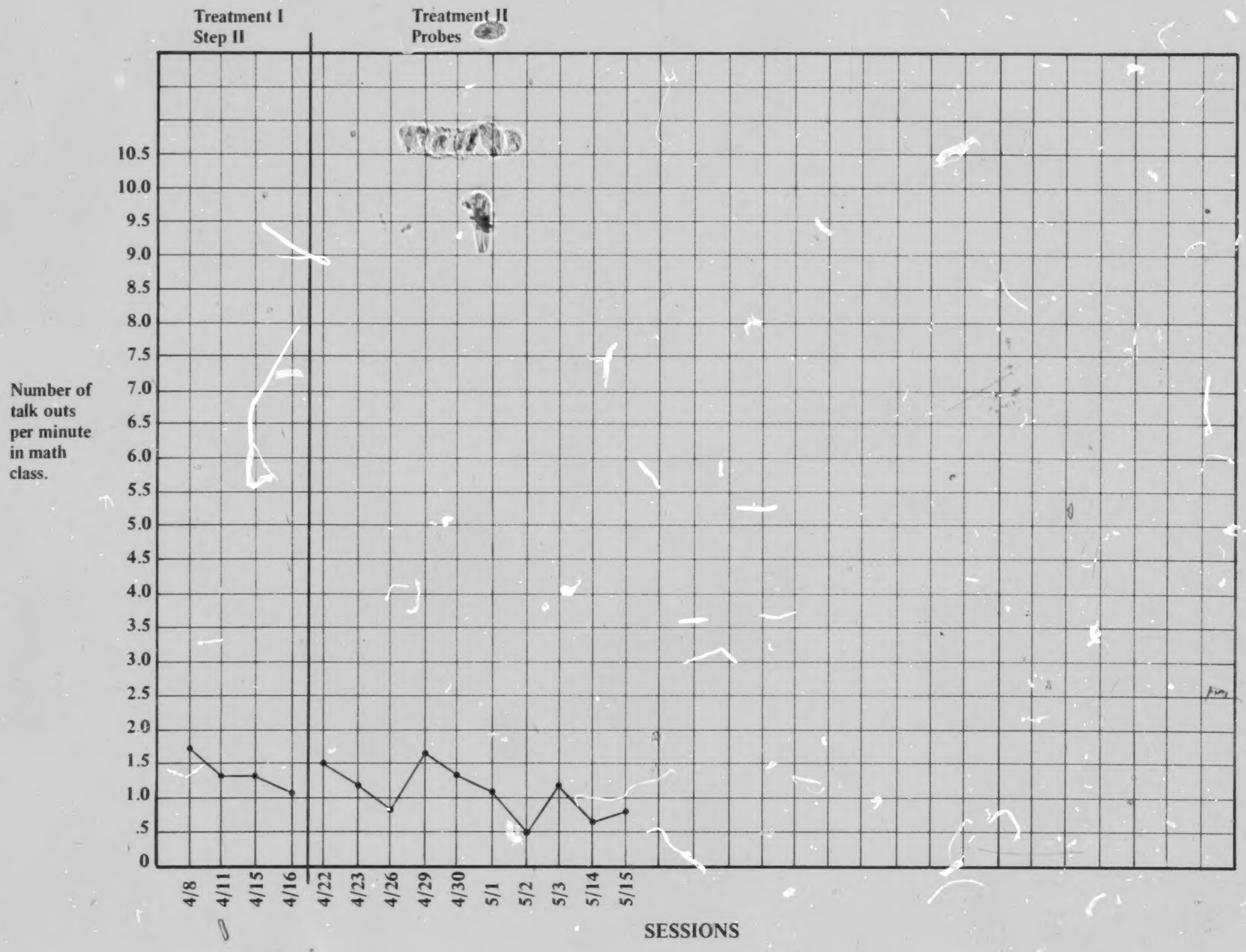
28/29

Figure 2 (continued)

TEACHER'S NAME: H.

Group Program #2

Terminated 4-16-74



30/31

Group Program #3

Group: Sixth grade class Teacher: Music teacher

Task Objective: To reduce the number of talk outs per minute during music to an average of .4 per minute for four consecutive weeks.

Baseline data: Average = 3.9 talk outs per minute.

Program: This program was designed and implemented by the music teacher who met with this group of students twice weekly for thirty minutes. The program was in effect on one of those days each week.

The class would earn points for fewer than 10 talk outs during each 10 minutes of music on the following scale:

0 talk outs = 10 points, 1 talk out = 9 points, 2 talk outs = 8 points, etc. with 9 talk outs = 1 point. Twenty-five points in one music period earned the students the privilege of choosing where they were to sit during the next music period. Any points earned in addition to 25 would be accumulated toward a "record party" which cost 5 bonus points. Since the program was in effect only one day a week, a maximum of 5 bonus points could be earned weekly.

As indicated in Figure 3, the program was most effective in reducing the class talk outs. After the objective was met, the group encouraged the teacher to leave the program in effect, which she did for the remainder of the school year.

Final data: Average - .22 talk outs/minute

Individual Program #1

Student: M. Grade: 6 Teacher: Classroom Teacher

Task Objective: To increase the per cent of time M. is attending to: step 1) 40% for 4 consecutive days; step 2) 50% for 4 consecutive days; step 3) 60% for 5 consecutive days; step 4) 70% for 5 consecutive days; step 5) 80% for 6 consecutive days. (Due to M.'s low level of attending during baseline, the teacher felt that shaping steps would be needed in building successively closer approximations to the desired level of attending.)

Treatment II: As indicated in Figure 4, this program was extremely effective in increasing the percent of time M was attending. In fact, the shaping steps seem not to have been necessary since at only three times during the program did the per cent of time attending fall below the final objective of 80%.

Treatment II: During Treatment II the same privileges were earned by M. for attending at criterion level for two days consecutively.

On 4/15/74 M. told his teacher that he felt he no longer needed the program since he was "working hard." M. removed the chart from his desk and no longer earned the privileges. The teacher continued to praise M. for attending. As will be noted in Figure 4, M. continued to attend at 80% or better after the program was withdrawn.

Final data: Average per cent of time attending: 93.7%

As indicated in Figure 5, the pre and post Walker Behavior Checklists show a marked reduction in the areas of withdrawal, distractability, and immaturity. As M. began to attend more, he was distracted less, and he engaged in fewer "immature" behaviors. He also had many more positive interactions with his teacher, as the opportunities to praise M. for his improved behavior arose.

Individual Program #2

Student: S. Grade: 3 Teacher: Classroom Teacher

Task Objective: To reduce the number of times S. tattles to 3 or fewer daily for five consecutive days.

Baseline data: Average = 5.7 tattles daily.

Program: Although there were many inappropriate behaviors exhibited by this child, the teacher felt that this was an extremely annoying behavior. The teacher explained to S. that each time she had 3 or fewer tattles for 5 consecutive days, S. would earn a popcorn or bubble gum party for the entire class. A graph showing the number of tattles daily was kept on S.'s desk.

As indicated in Figure 6, the number of tattles reduced to zero daily, and remained at that level after the graph and contingencies were removed.

The Walker Problem Behavior Identification Checklist, as indicated in Figure 7, does not show significant changes in S.'s overall behavior. However, as mentioned earlier the teacher was working specifically on only the tattling behavior at this time.

Final data: Average = .04 tattles per day.

Individual Program #3

Student: R. Grade: 4 Teacher: Classroom Teacher

Objective: To increase the per cent of time R. attends when given a specific assignment in math and spelling to: step 1) 50% for 3 consecutive days; step 2) 60% for 3 consecutive days; step 3) 70% for 10 consecutive days.

Baseline data: Spelling: Average per cent of time attending = 12.5%

Math: Average per cent of time attending = 55%

Program: A twenty minute observation was made each day an assignment in either math or spelling was given. R. earned ten minutes in the activity center following each observation that criterion was met. R. colored in the per cent of time he attended on a bar graph which was kept on his desk. The teacher praised R. when he was working.

R. met criterion level of attending in both math and spelling as shown in Figures 8 and 9. Data collected following removal of the program in spelling indicated maintenance of attending at criterion level.

Final data: Average per cent of time attending:

Spelling = 80% Math = 79%

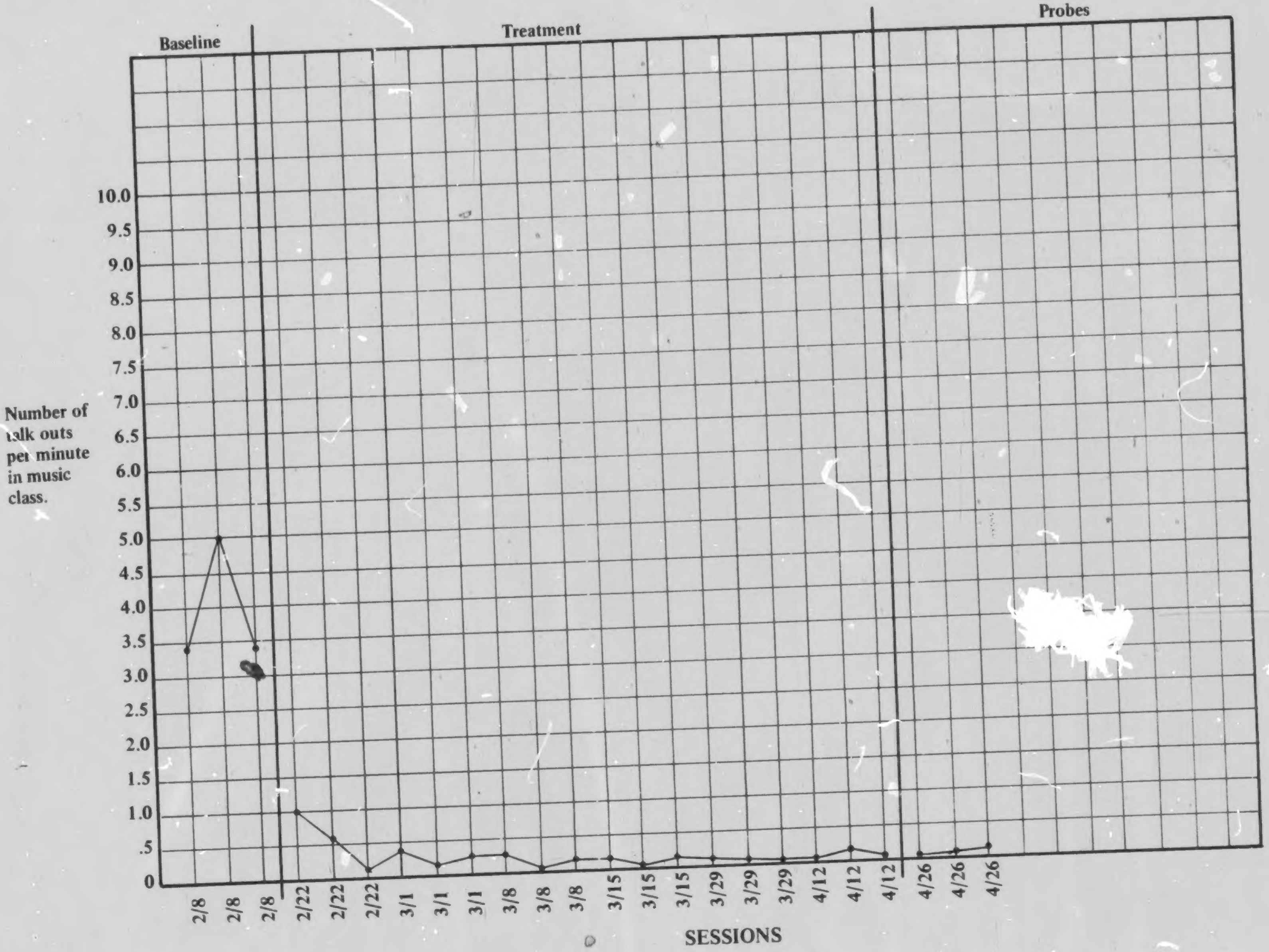
The Walker Problem Behavior Checklist was completed by the teacher on a pre and post basis. As indicated in Figure 10, distractibility was reduced from a score of 11 on the pretest to a score of 7 on the posttest, while other areas were not significantly changed.

Figure 3

Group Program #3

Terminated 4-26-74

TEACHER'S NAME:



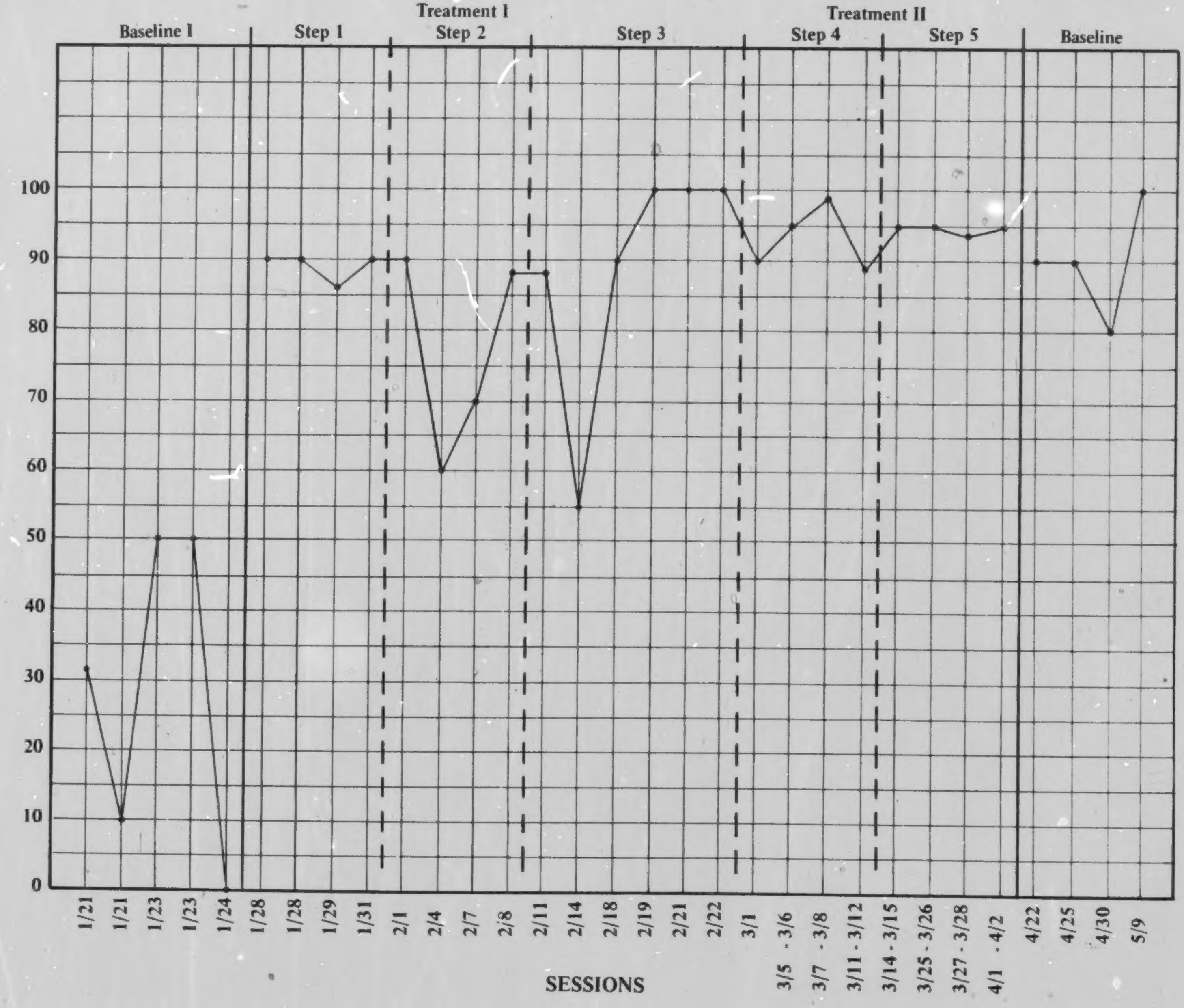
33/34

Figure 4

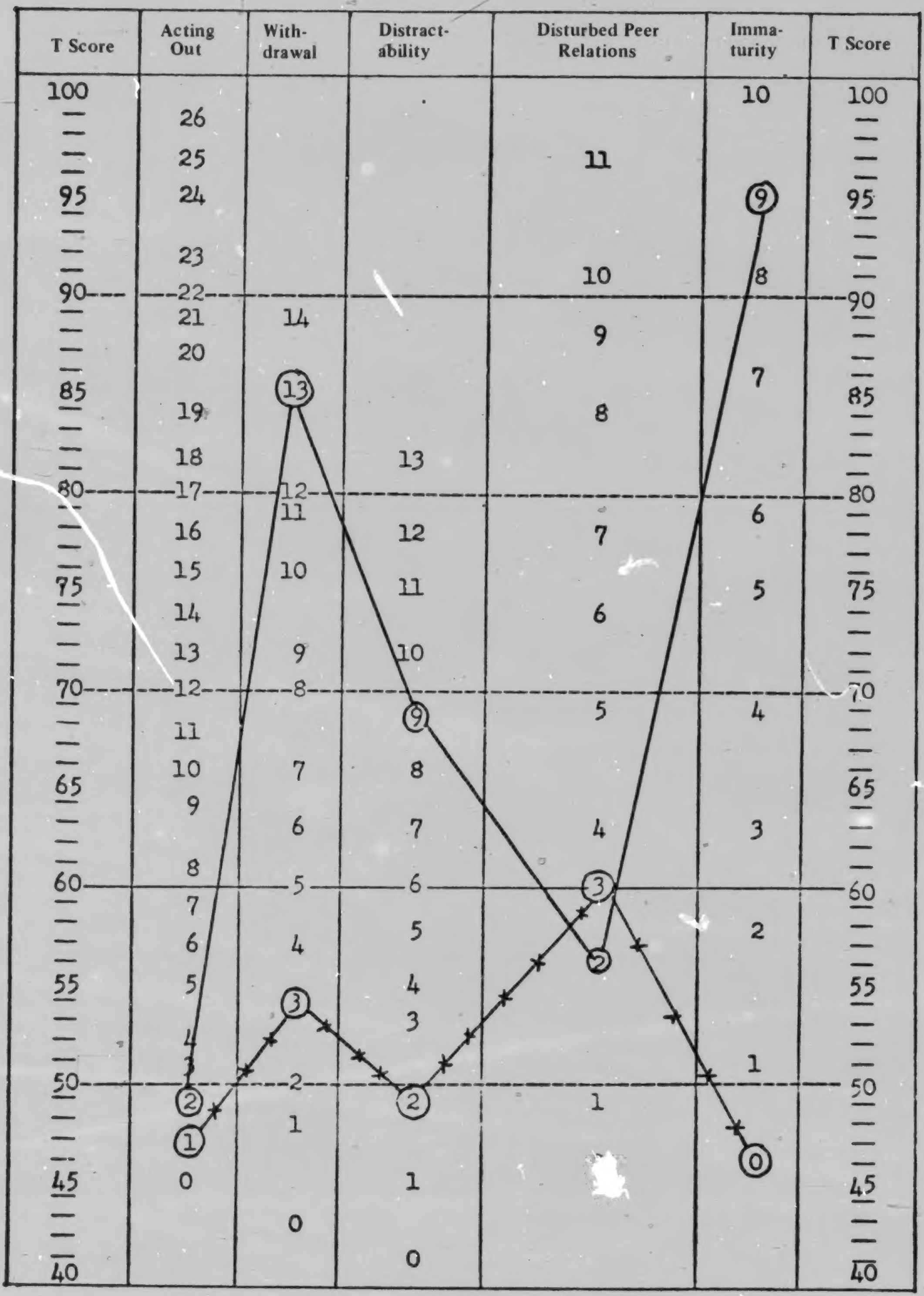
TEACHER'S NAME: L.

Individual Program #1

Terminated 4-2-74



35/36



Name M.

Individual Program #1

---- Pretest
**** Posttest

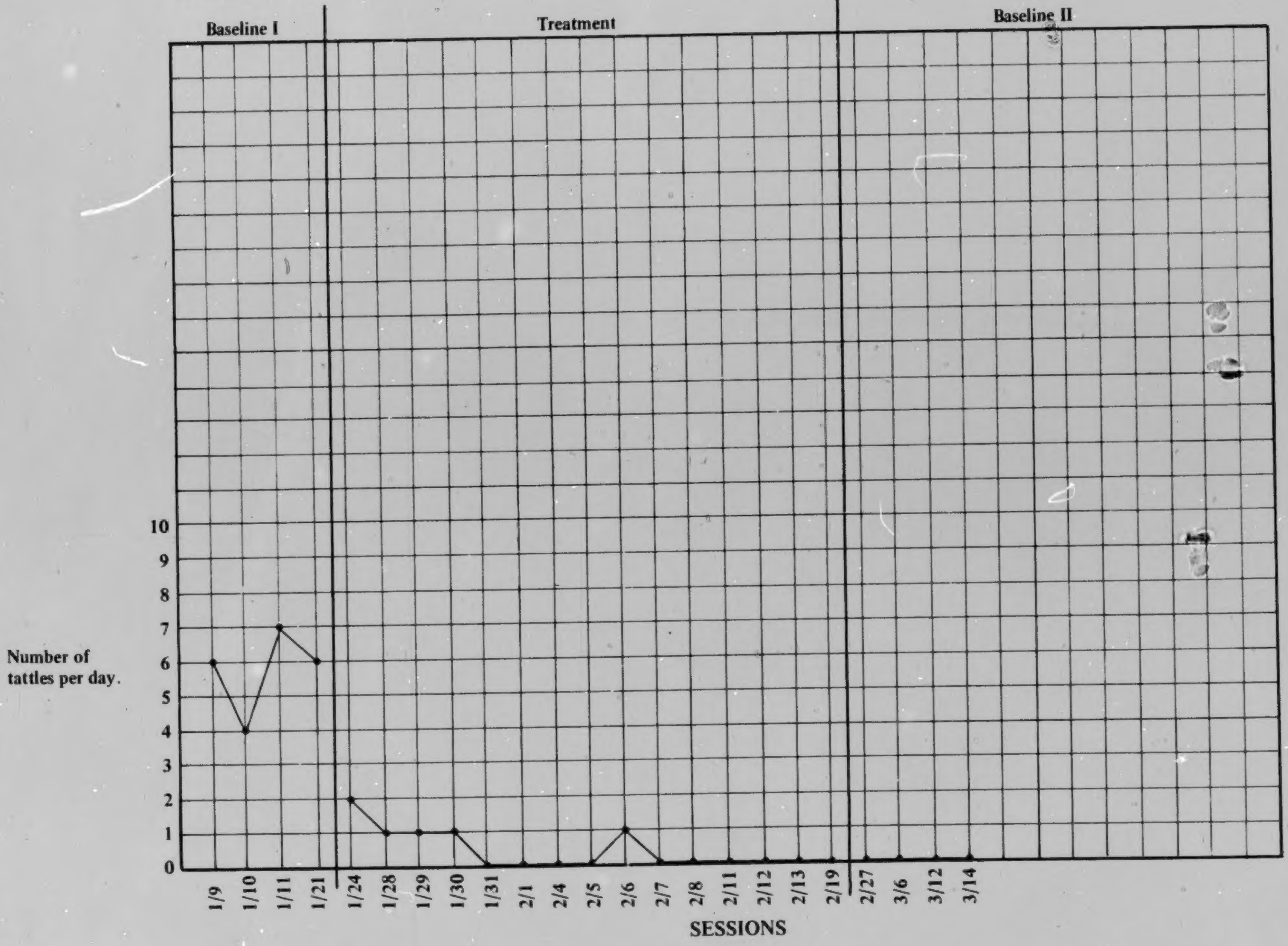
Figure 5

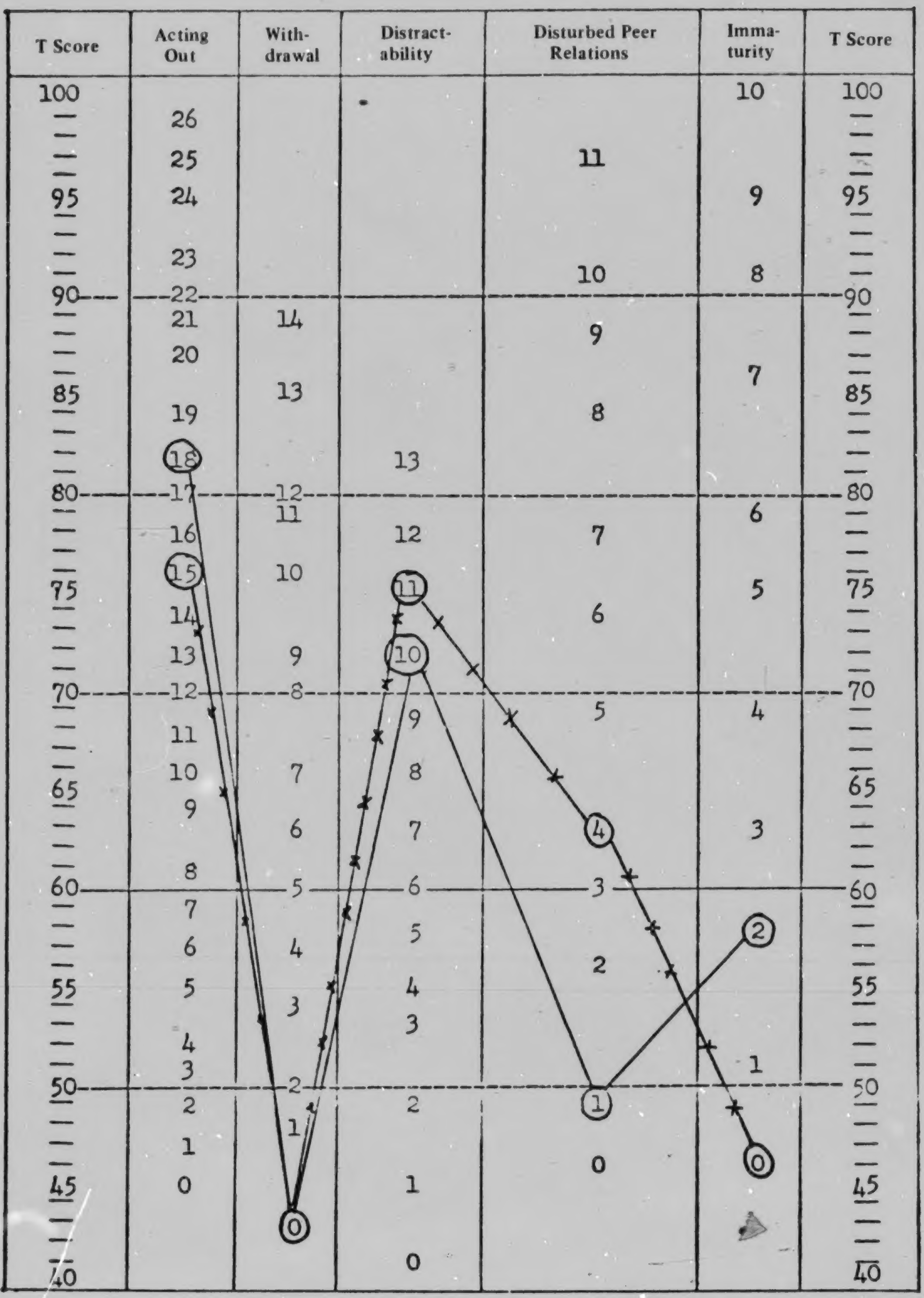
Figure 6

TEACHER'S NAME: McC.

Individual Program #2

Terminated 3-29-74





Name 2.

Individual Program #2
Figure 7

---- Pretest
**** Posttest

Figure 8

TEACHER'S NAME: B.

Individual Program #3

Treatment I

Terminated 4-11-74

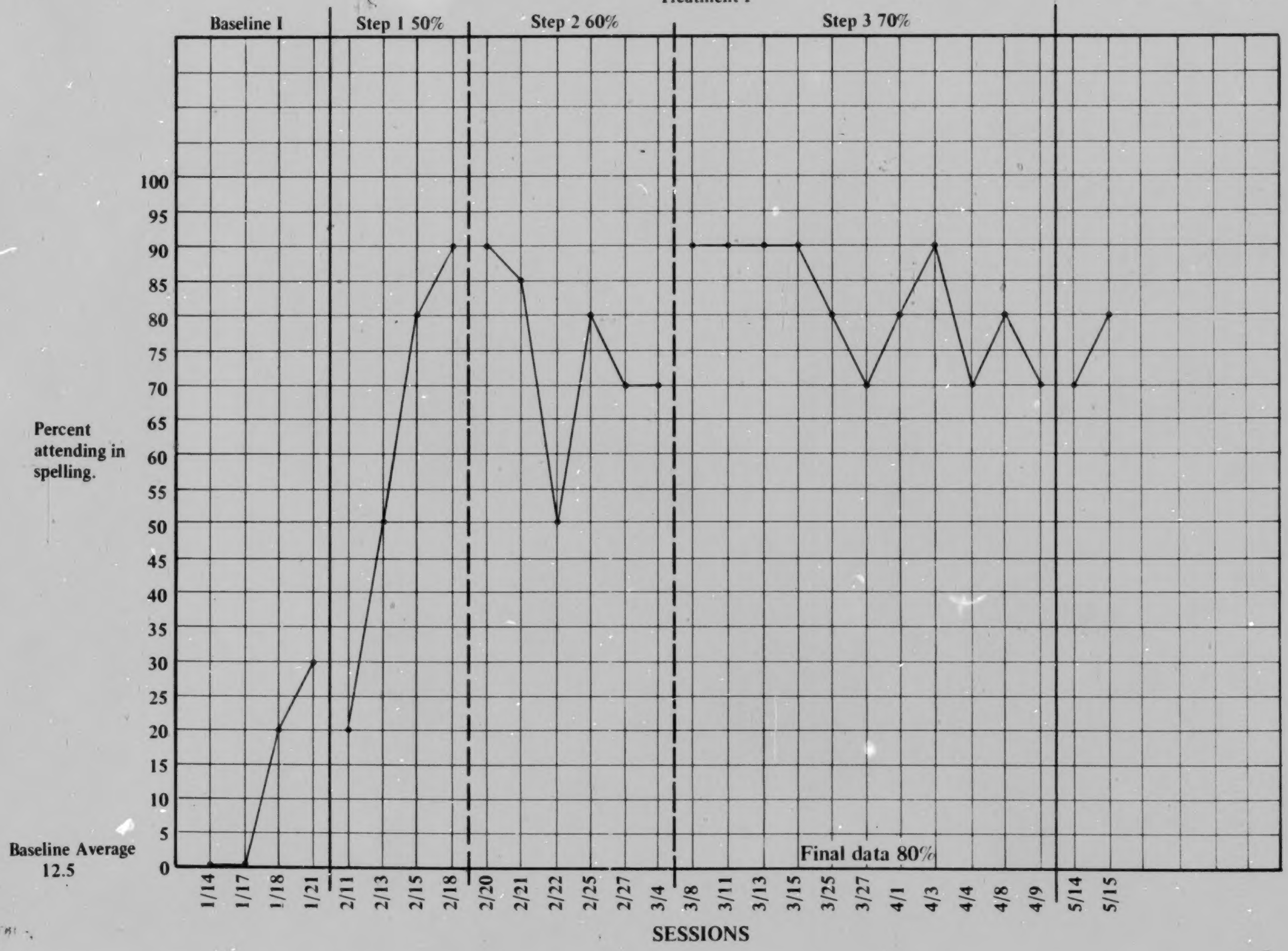
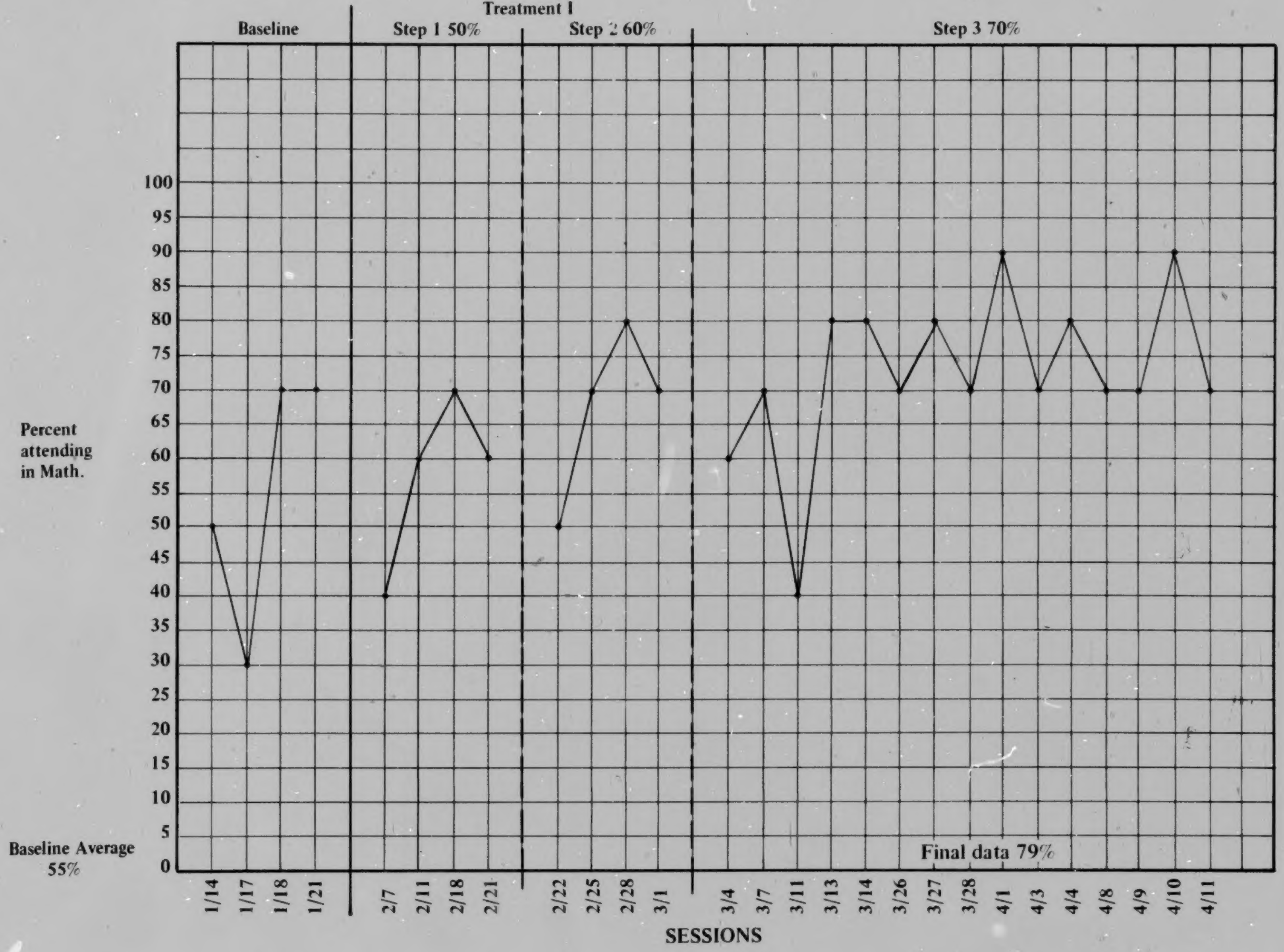
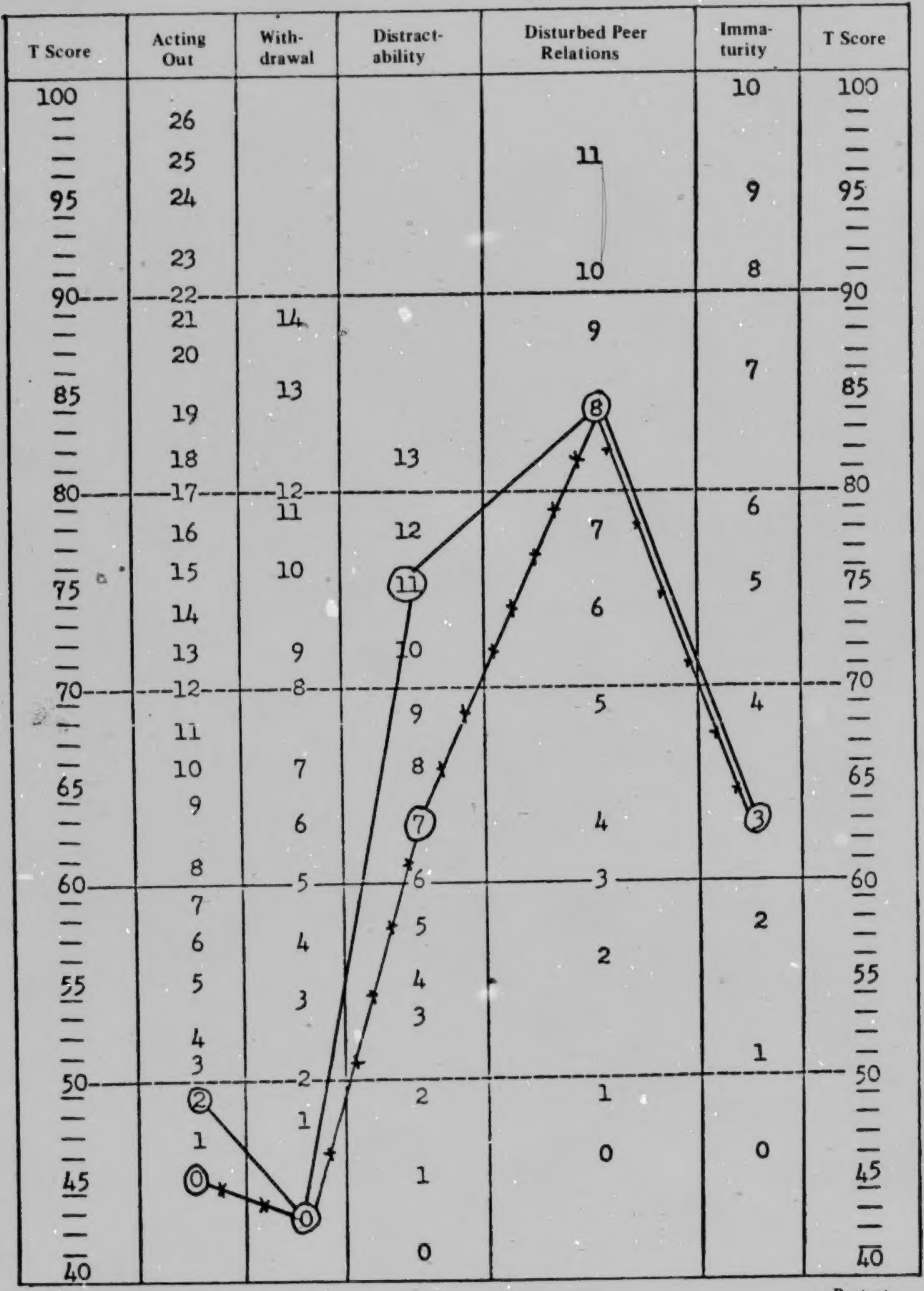


Figure 9

TEACHER'S NAME: B. Individual Program #3 Terminated 4-11-74





Name R.

Individual Program #3

---- Pretest
**** Posttest

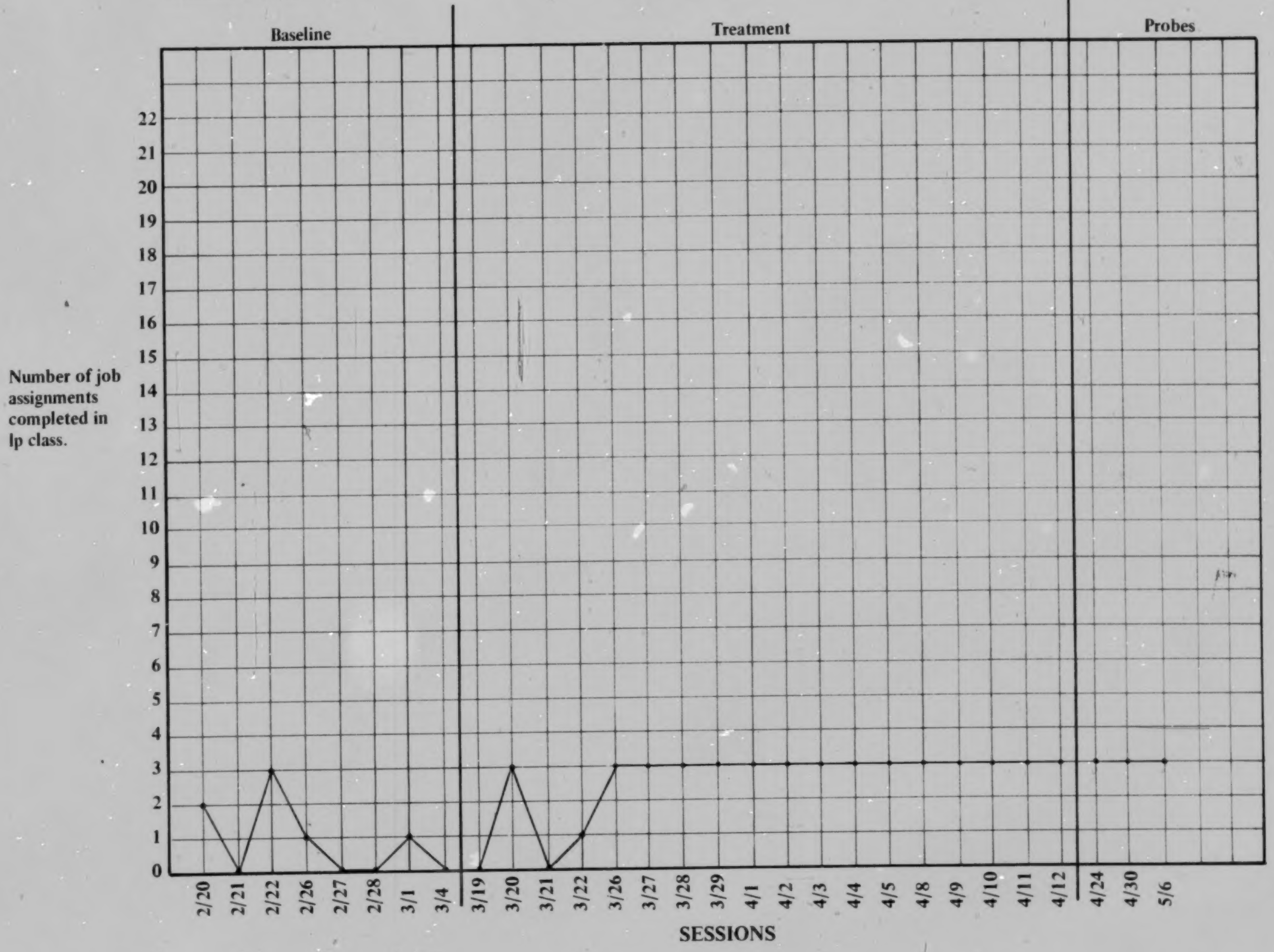
Figure 10

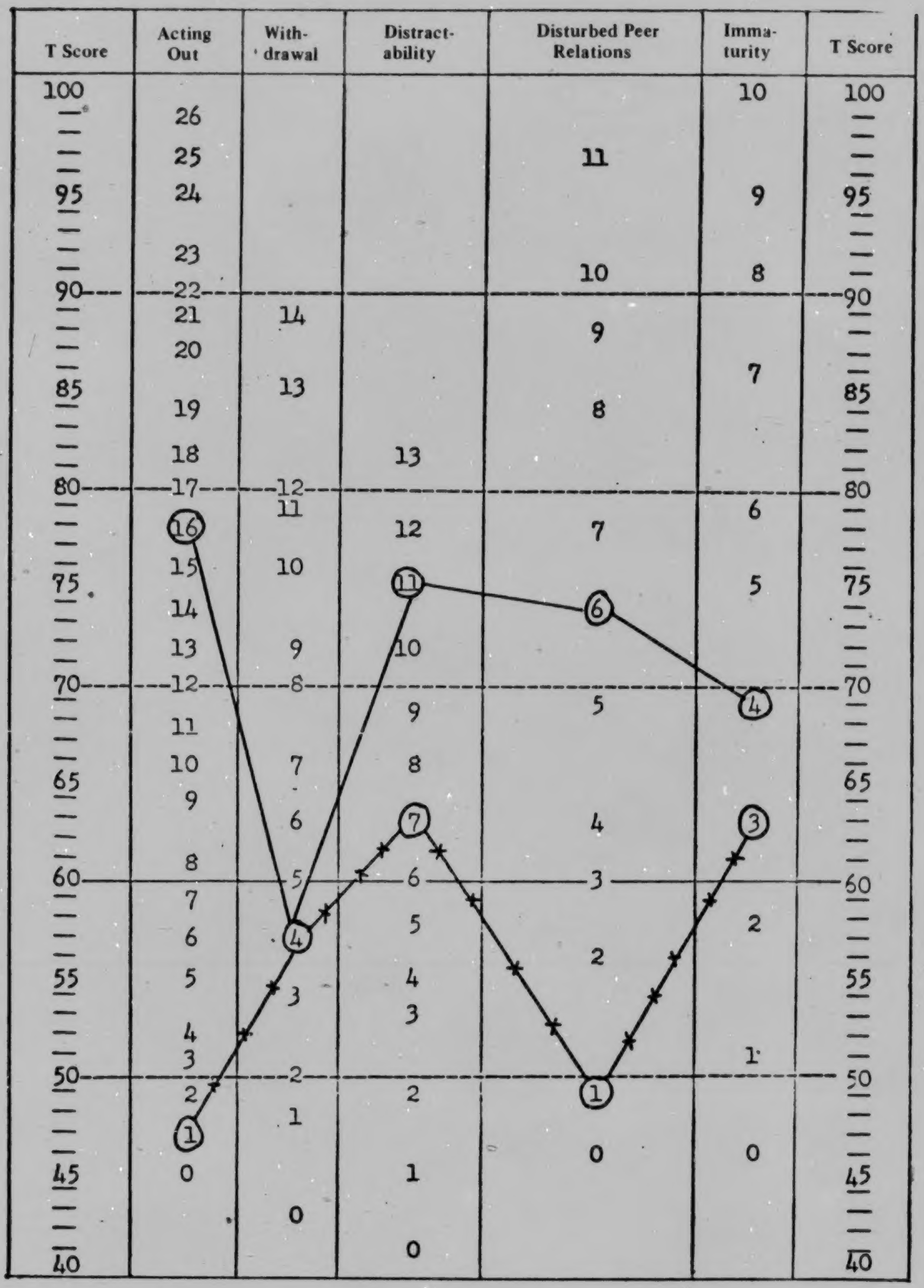
Figure 11

TEACHER'S NAME: C.

Individual Program #4

Terminated 4-15-74





Name E.

Individual Program #4

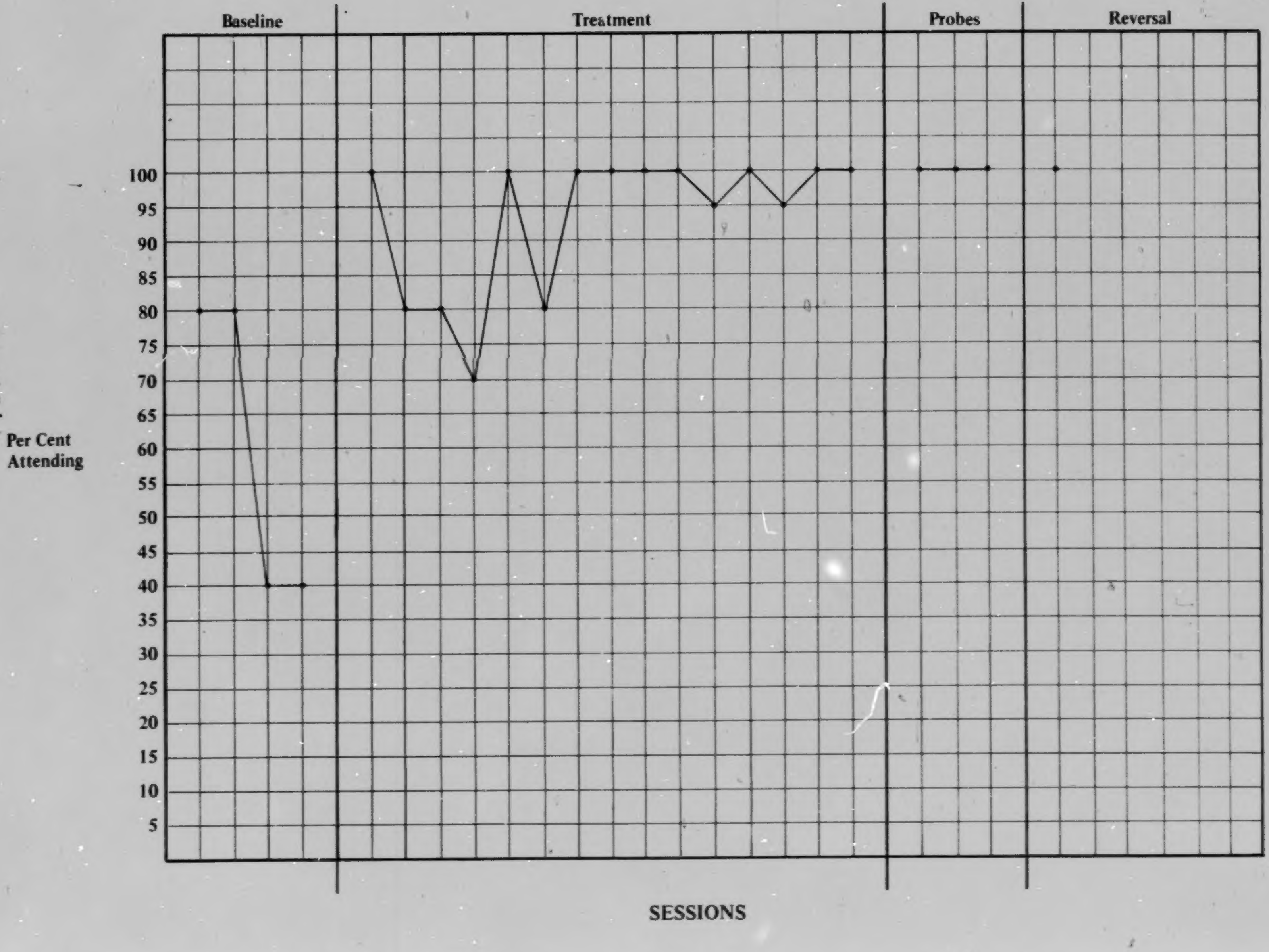
Figure 12

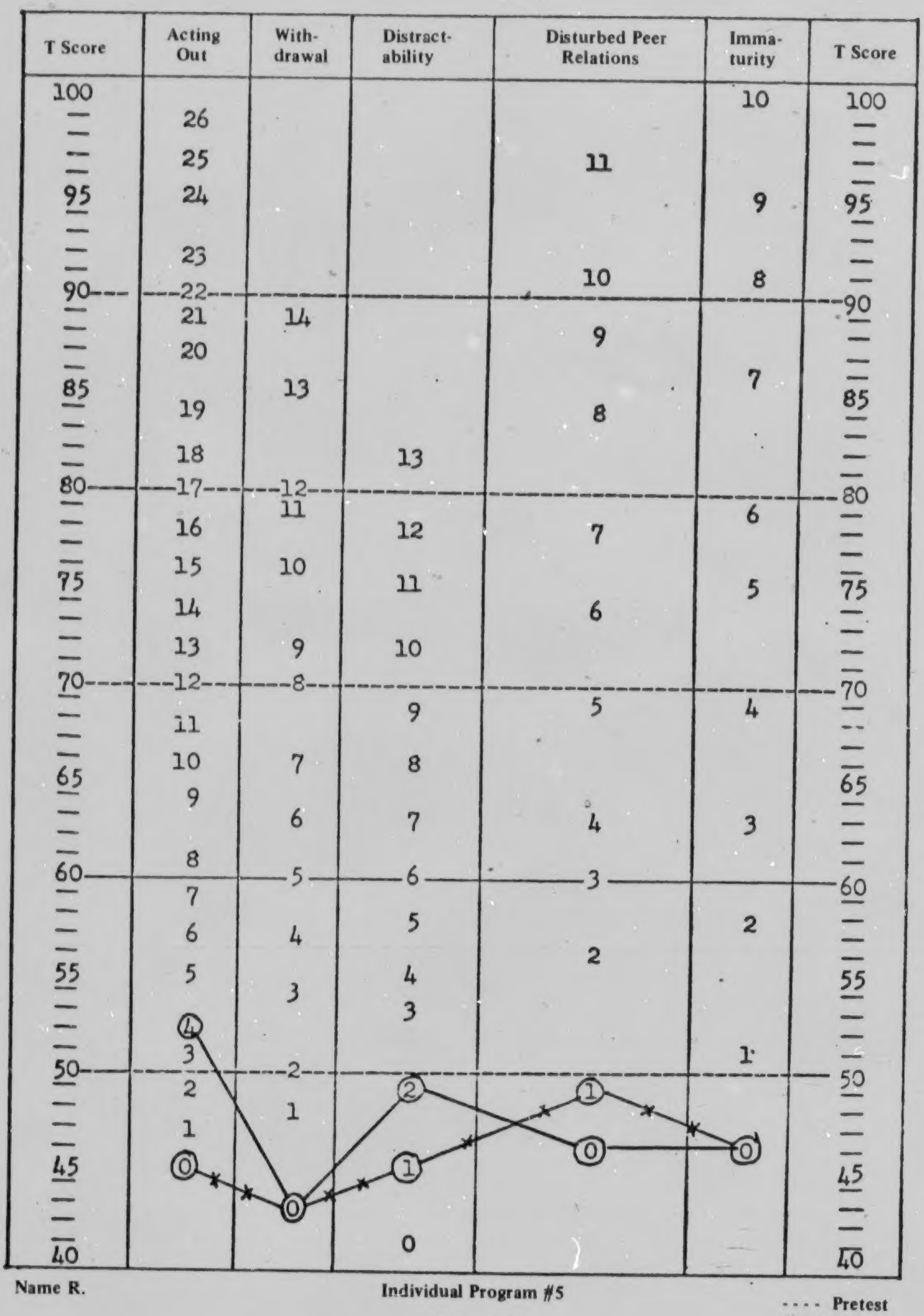
- - - - Pretest
**** Posttest

Figure 13

Individual Program #5

Terminated 3-28-74





Name R.

Individual Program #5

- - - - Pretest
**** Posttest

Figure 14

Individual Program #4

Student E. Grade: 6 Teacher: Extreme Learning Problems Teacher

Task Objective: To increase the number of assignments completed in ELP class to two per session for two consecutive weeks.

Baseline data: Average = .87 assignments completed per session

Program: E. met with the ELP teacher daily for 20 minutes for special help in reading. At the completion of each assignment, the ELP teacher awarded E. a paper Snoopy puppy to be added to a large Snoopy bulletin board. Two assignments completed earned E. the choice of a skill game or follow-along record. At the completion of eight assignments, E. earned inviting a friend from his regular classroom to share the game or record and a snack.

This program was most effective in increasing the number of assignments completed in ELP class. The final data indicates that for three consecutive weeks E. completed all three of the daily assignments. (See Figure 11)

The ELP teacher completed the Walker Problem Behavior Identification Checklist both prior to and following the implementation of the program. As indicated in Figure 12, the areas of acting out, distractibility, and disturbed peer relations were substantially reduced, with a total pretest score of 41 and a total posttest score of 16.

Individual Program #5

Student: R. Grade: 2 Teacher: Classroom Teacher

Task Objective: To have R. attend 90% of the time during reading (individual seatwork)

Baseline data: Average per cent of time attending: 60%

Program: A countoon (chart with a grid of 19 numbers) was placed on R.'s desk. Each time the teacher noticed R. attending during individual seatwork, she asked him to circle a number on his countoon. When the 19 numbers had been circled, R. chose from one of the several privileges: go to the library with the teacher and select two records to play; be student of the week the following week; do an extra painting; have exclusive rights to the fishing pond in free time for one morning.

The program implemented was effective in increasing R. attending behavior during reading. (See Figure 13) The pre and post scores on the Walker Problem Behavior Identification Checklist may be seen in Figure 14. The acting out Scale reduced from a score of 4 on the pretest to 0 on the posttest; distractibility dropped from 2 to 1, while disturbed peer relations increased from 0 to 2; in all, a total reduction of 4 points.

Third Party Evaluator's Comments:

The project concentrated its energies around two major objectives. Each of these objectives cover a large number of activities that required a rather complex evaluation procedure. The thorough documentation that occurred in regards to the achievement of the various objectives provides an excellent basis for stating that the objectives were clearly satisfactorily met.

The procedures and approach utilized in this project deserve additional comments and consideration. The project is an excellent example of how accountability can be built in without sacrificing quality of service. By using this strategy, the very best information can be used for decision making.

The administration within the Albany Schools should be applauded for assisting in providing the coordination that is necessary in this type of program.

The results are extremely impressive by themselves but become even more impressive when one examines the amount of training and the number of children served with the dollars spent.

The reader is encouraged to examine the list of in-service objectives. This project has taken a series of common goals and objectives that would appear in many in-service programs and have designed an accountability measure for each of them. This is a refreshing approach to education in general.

Title of Project:	*Parent and Handicapped Pre-Schoolers Training Program*
Location of Project:	*Linn-Benton I.E.D., Albany, Oregon*
Type and Number of Children Served:	*21 Developmentally Disabled Children*
Funding Allocated:	*$14,666,000*
Project Beginning Date:	*September 4, 1973*
Project Ending Date:	*June 30, 1974*

Background and Rationale:

Prior to September 1973, there was no "formal" education program available to the developmentally disabled preschool (under six years old) children living in Linn County. During the previous school year approximately 12 preschool developmentally disabled children were identified as needing educational services.

The project was designed to provide educational assistance to these children and their parents primarily in the areas of self-help, language development, motor skills, and social skills.

The primary mode of delivery of services was an itinerant teacher. The teacher would go into the home and provide instruction to the parents so that they could continue on with their child. The parents were also provided an opportunity to attend parent training meetings which were scheduled in the evenings in areas close to the parents' home.

Objectives and Evaluation Plan:

1. *The functional levels of each child will be improved in the areas of self-help skills, language development, motor development, and social skills.*

The data system contained in the Teaching Research Curriculum will be utilized to evaluate each of these areas for each child.

2. *To train parents to work with their child in the areas of self-help skills, language development skills, motor skills and social skills.*

A teacher evaluation of the programs produced by each parent and the number and variety of programs generated by parents will be submitted in the final report. In addition, a sample of one parent generated program will be submitted.

3. *Each family will participate in group inservice activities in 50 percent of the meetings.*

Attendance data for each group meeting will be maintained and submitted in the final report.

Methodology:

Project Staff:

(1) Program Coordinator – Contingency management, behavior management, diagnostic prescriptive management.

(1) Itinerant Teacher – Behavior management, prescriptive teaching, and parent training.

(1) Teacher Aide for Parent Meetings – A mother of a school age Downs Syndrome boy. She volunteers for the Developmentally Disabled class.

(10) YLARC – Throughout the year these girls and boys helped the teacher aide at the group parent meetings.

(2) Mothers from Mothers Mutual – These are parents of school age Developmentally Disabled children. They visited with some of the parents in this program.

(1) O. S. U. Practicum Student – She has had training in Behavior Management. She worked with the resource teacher the first term and worked with an individual family the second term.

In an effort to identify the project population, various organizations (Mental Health, Children's Services, Public Health, Linn Association for Retarded Citizens – LARC) were contacted as were the schools, parents, physicians, etc. Once a child was identified as a potential recipient he was evaluated as to his eligibility for the service. After eligibility was determined he was put on the teacher's caseload.

The itinerant teacher would first go into the home, explain the program, and evaluate the child's developmental stages by using the Denver Developmental Screen Test. Also, at this time, a schedule was established for regular visits.

The program had two primary goals.

1. The training of the parents so they could work with their children.
2. The improvement of the child in the skill areas as identified by the Denver Developmental Screening Test.

The parents were provided instruction in task analysis, program writing, behavior modification techniques, and data keeping. The parents were then expected to instruct their children using the above skills. The itinerant teacher would visit the home once a week for approximately one hour. In this hour the teacher would provide feedback and suggestions to the parent.

The teacher also acted as a resource person to the parents in that she provided materials, suggested teaching methods, names of referral people in the community, etc. The teacher was also responsible for providing inservice group training sessions for the parents.

Results:

1. *The functional levels of each child will be improved in the areas of self-help skills, language development, motor development and social skills.*

A total of 21 children were seen over the course of the year. Of those 21 children, 12 were in the program for a minimum of four months.

The gains in the areas of self help, language, motor and social skills are reflected in Tables 1-8, as pertaining to those 12 children.

Table 1

Denver Developmental Test Data

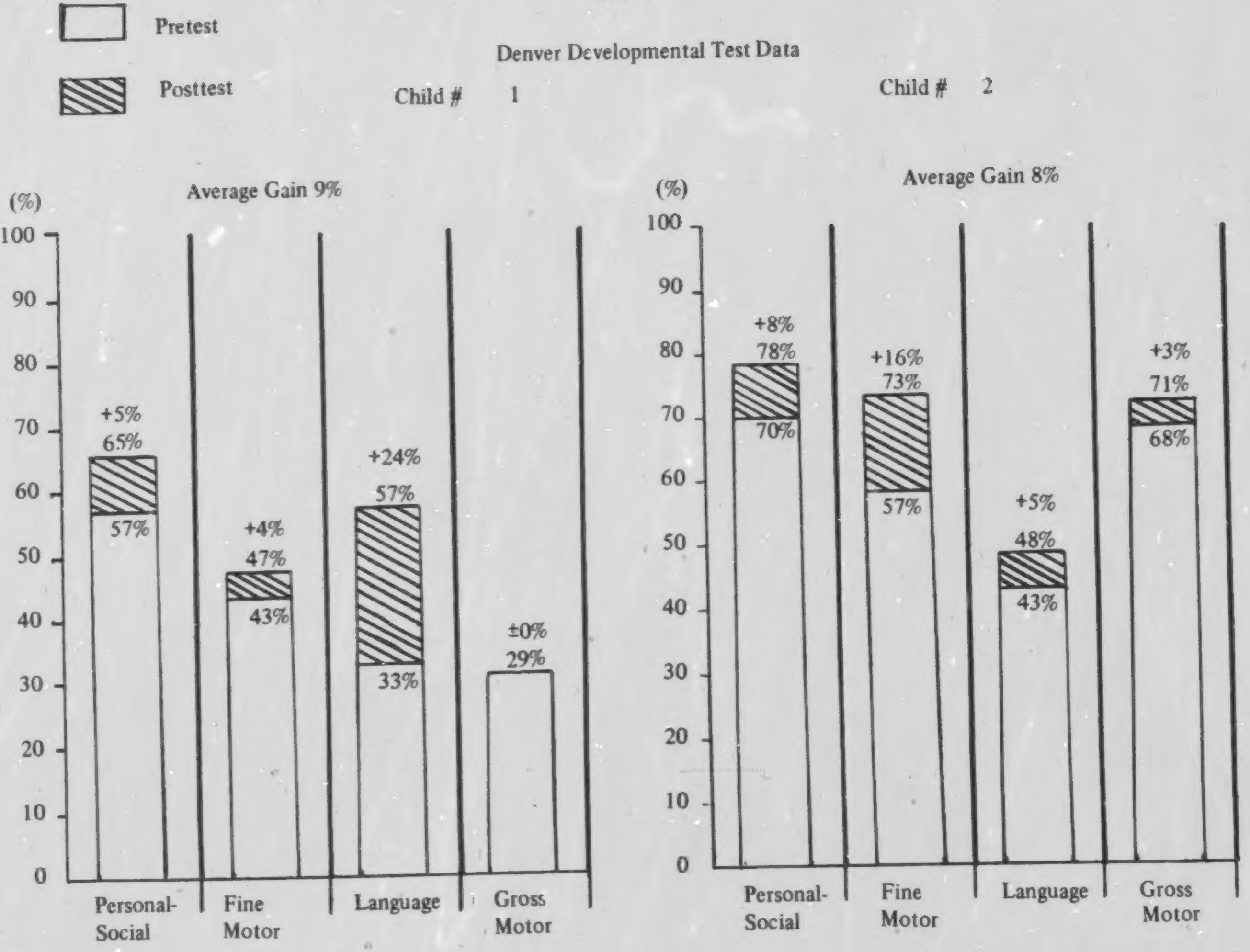


Table 2

Denver Developmental Test Data

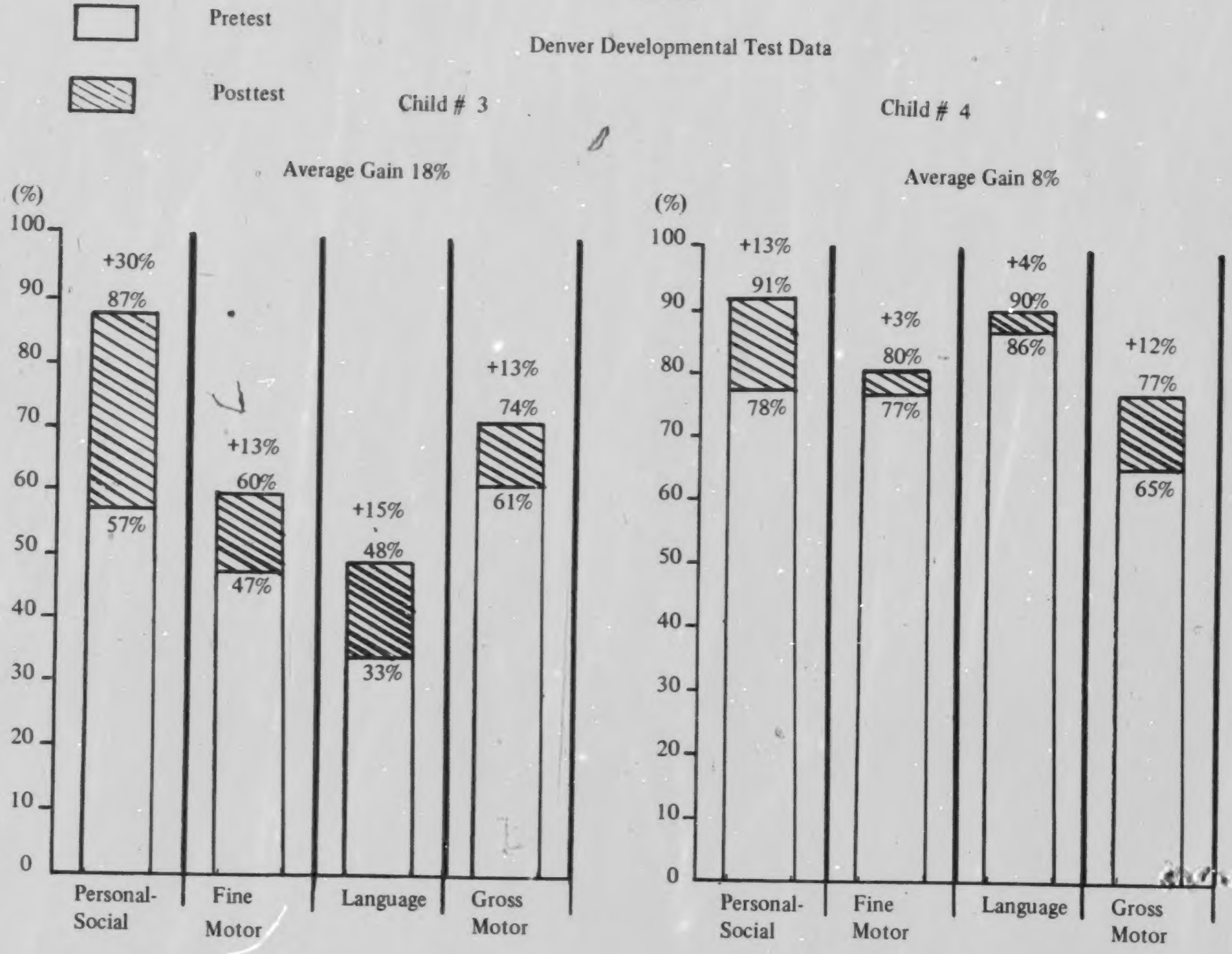


Table 3

Denver Developmental Test Data

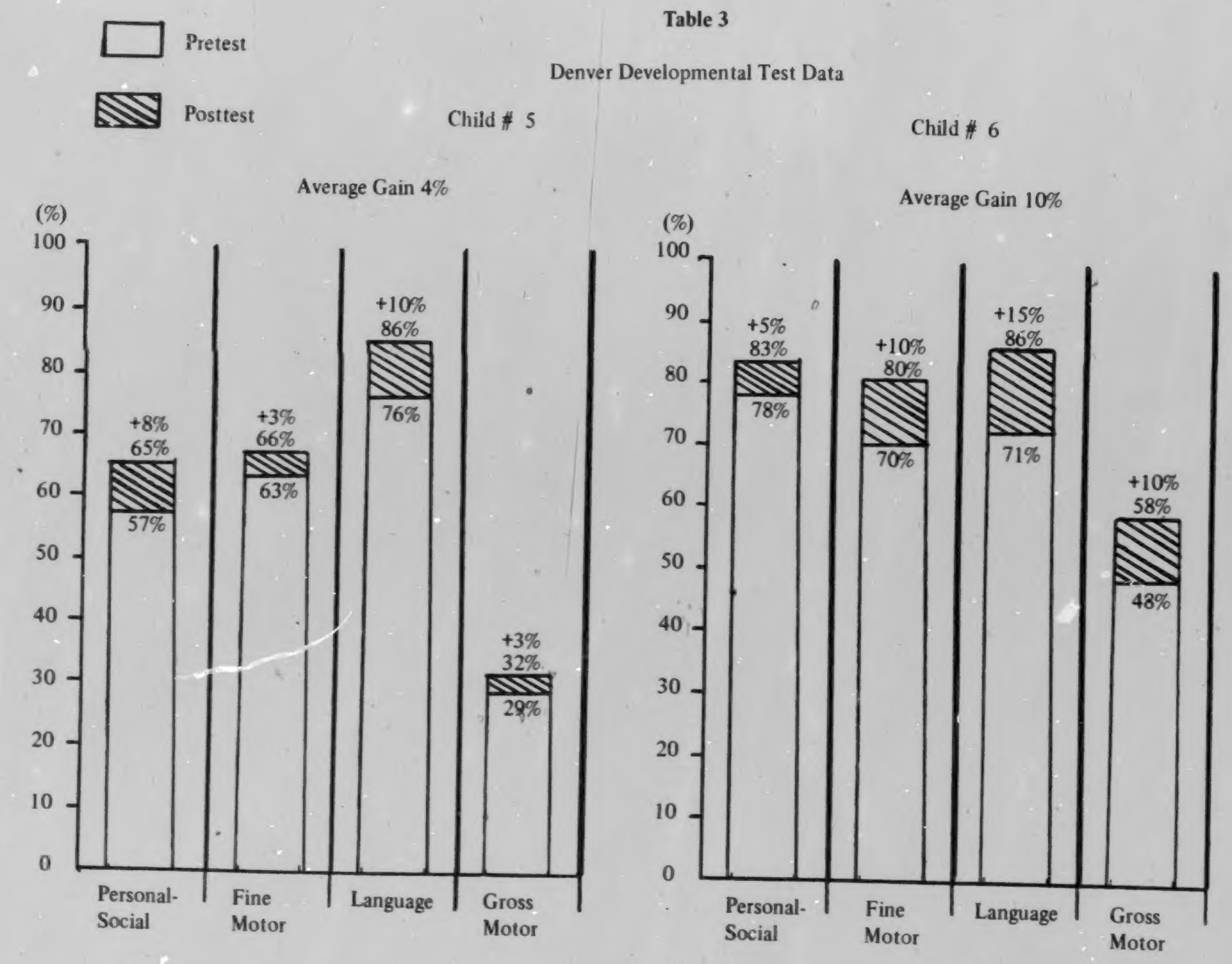


Table 4

Denver Developmental Test Data

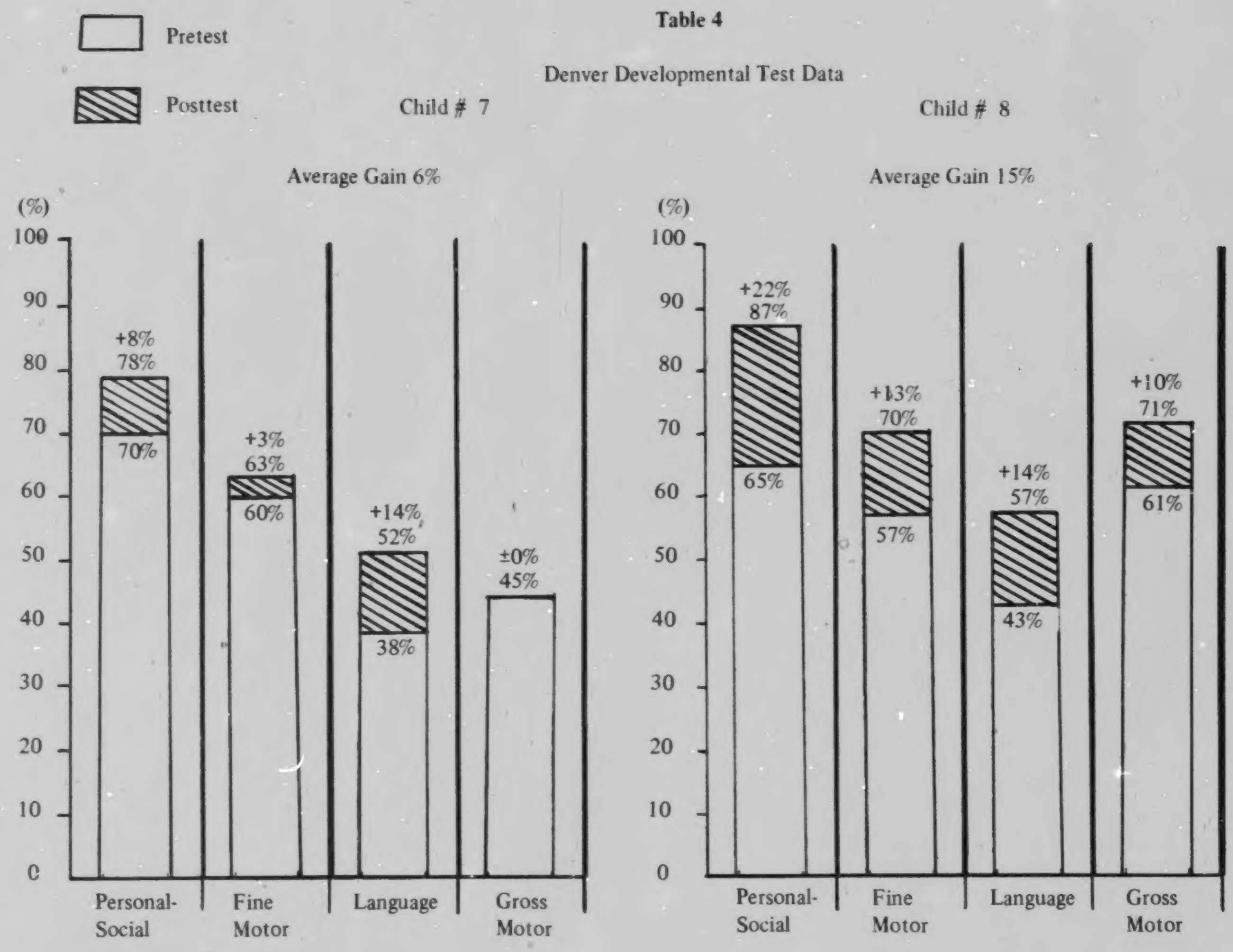


Table 5

Denver Developmental Test Data

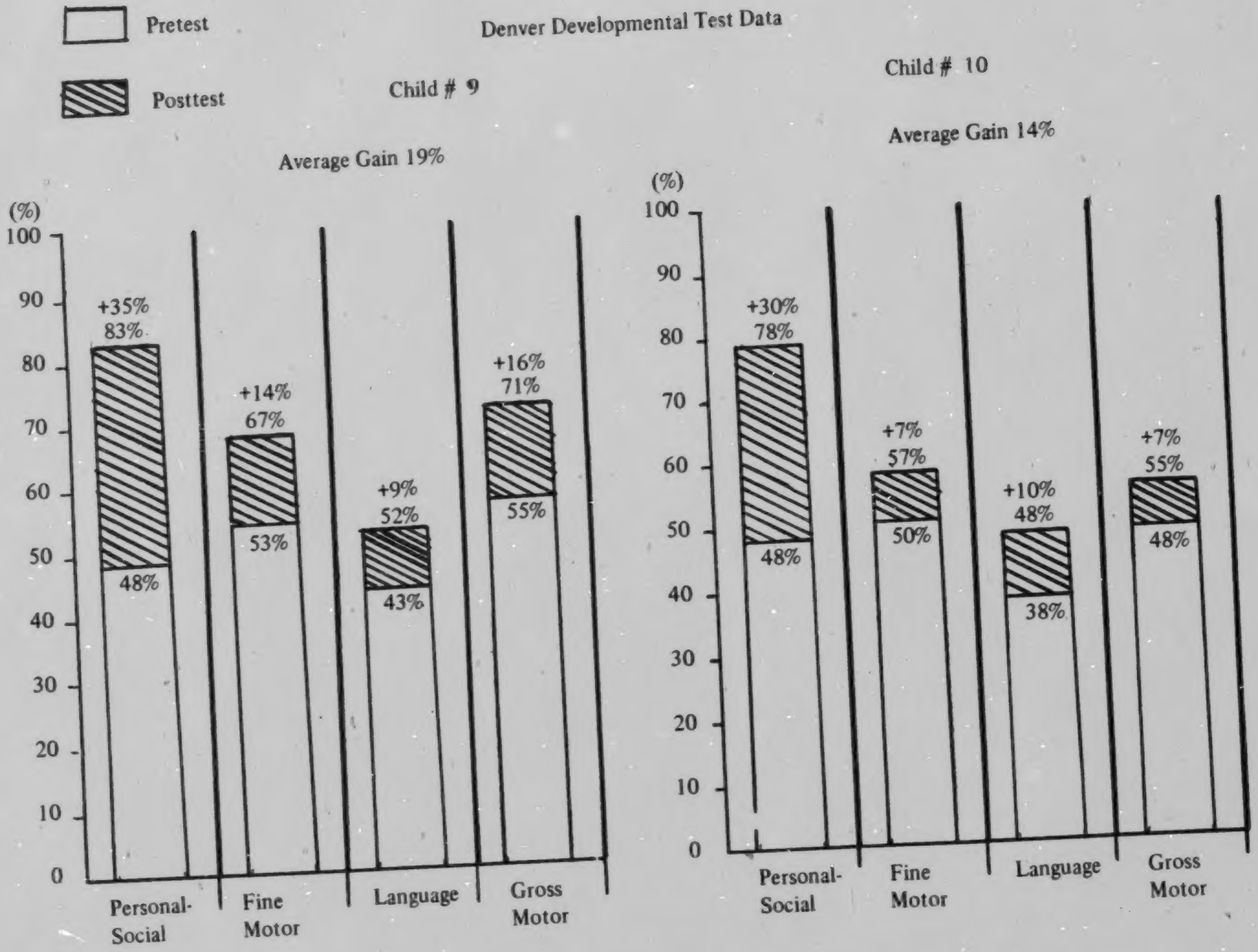


Table 6

Denver Developmental Test Data

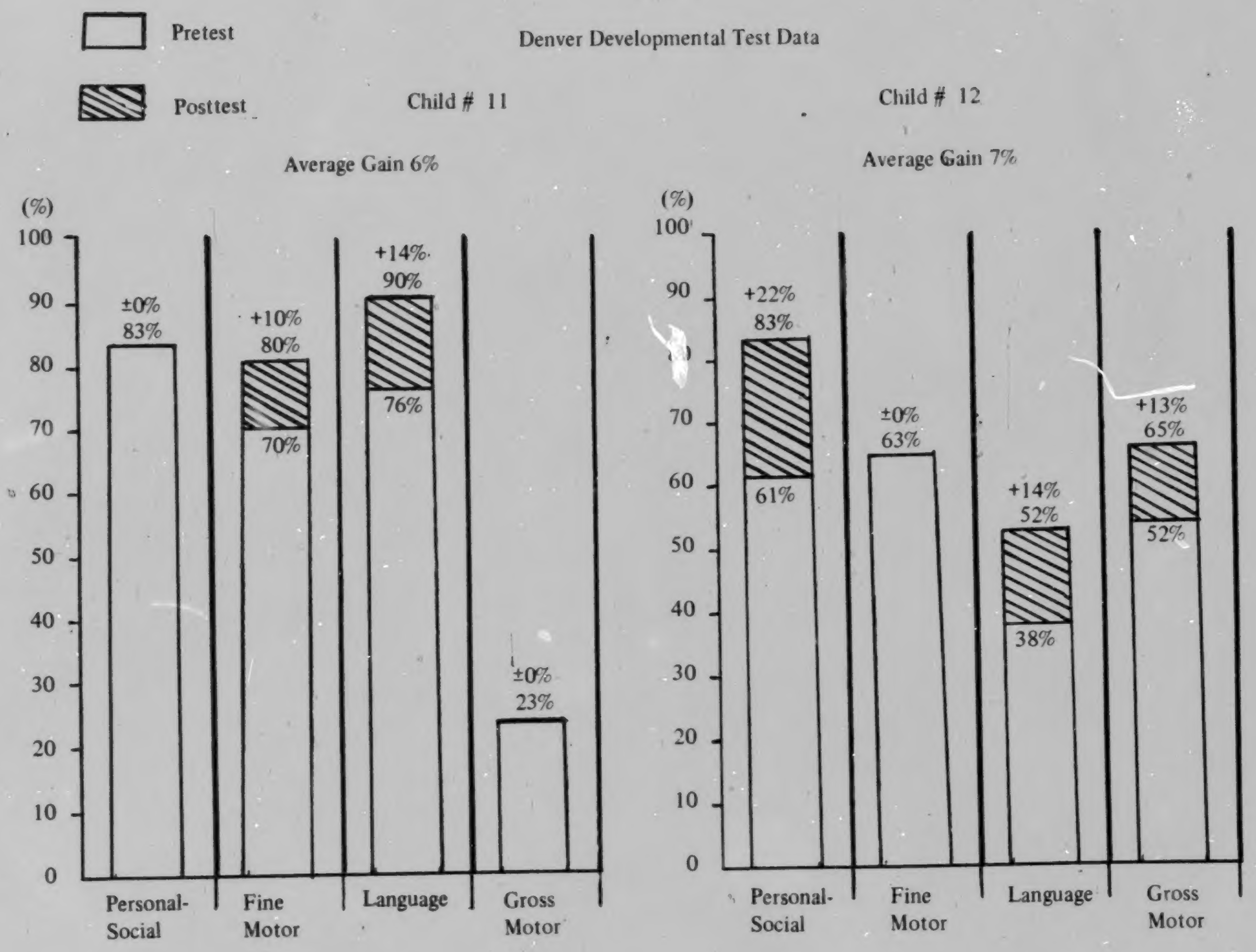


Table 7

Denver Developmental Test Data

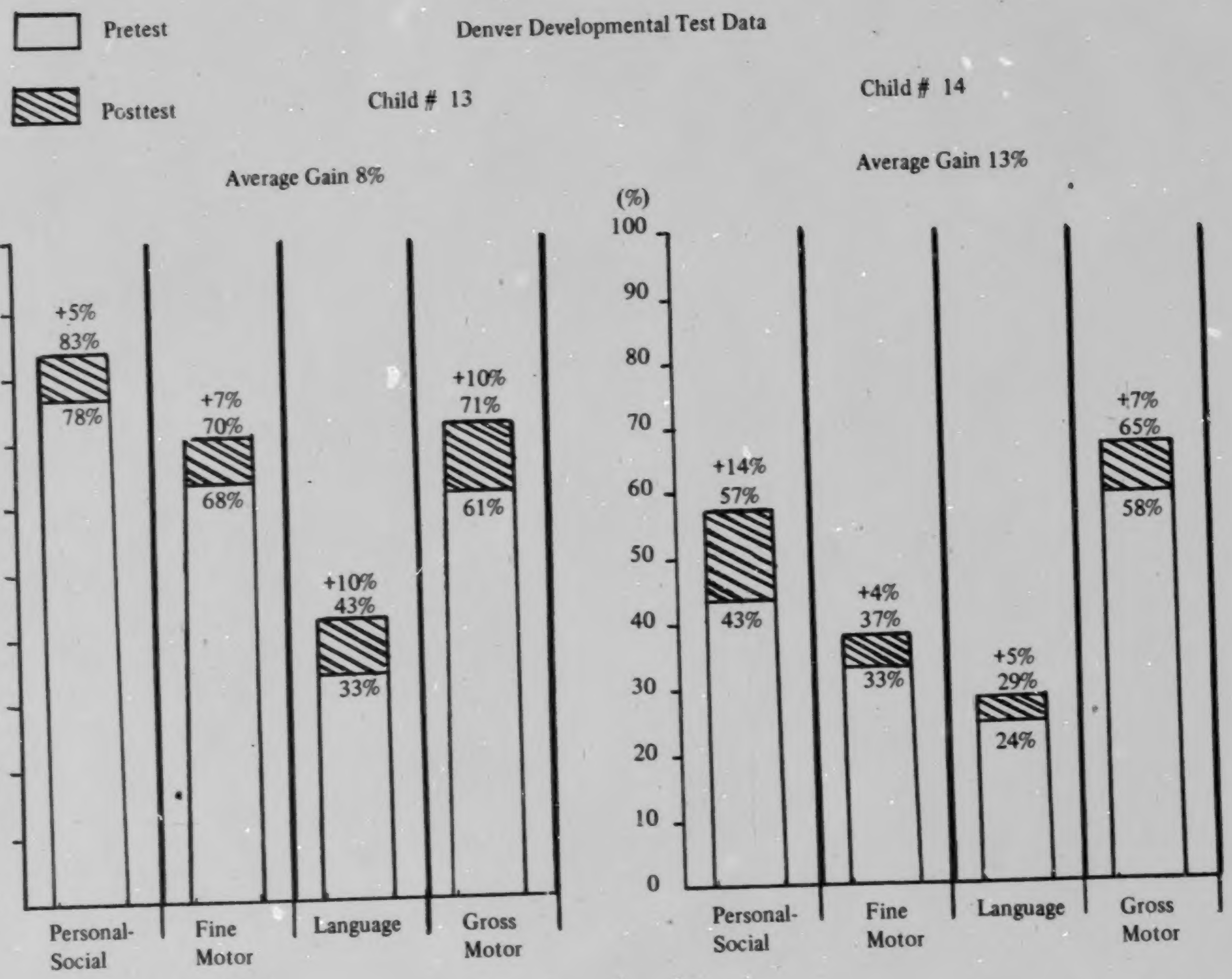
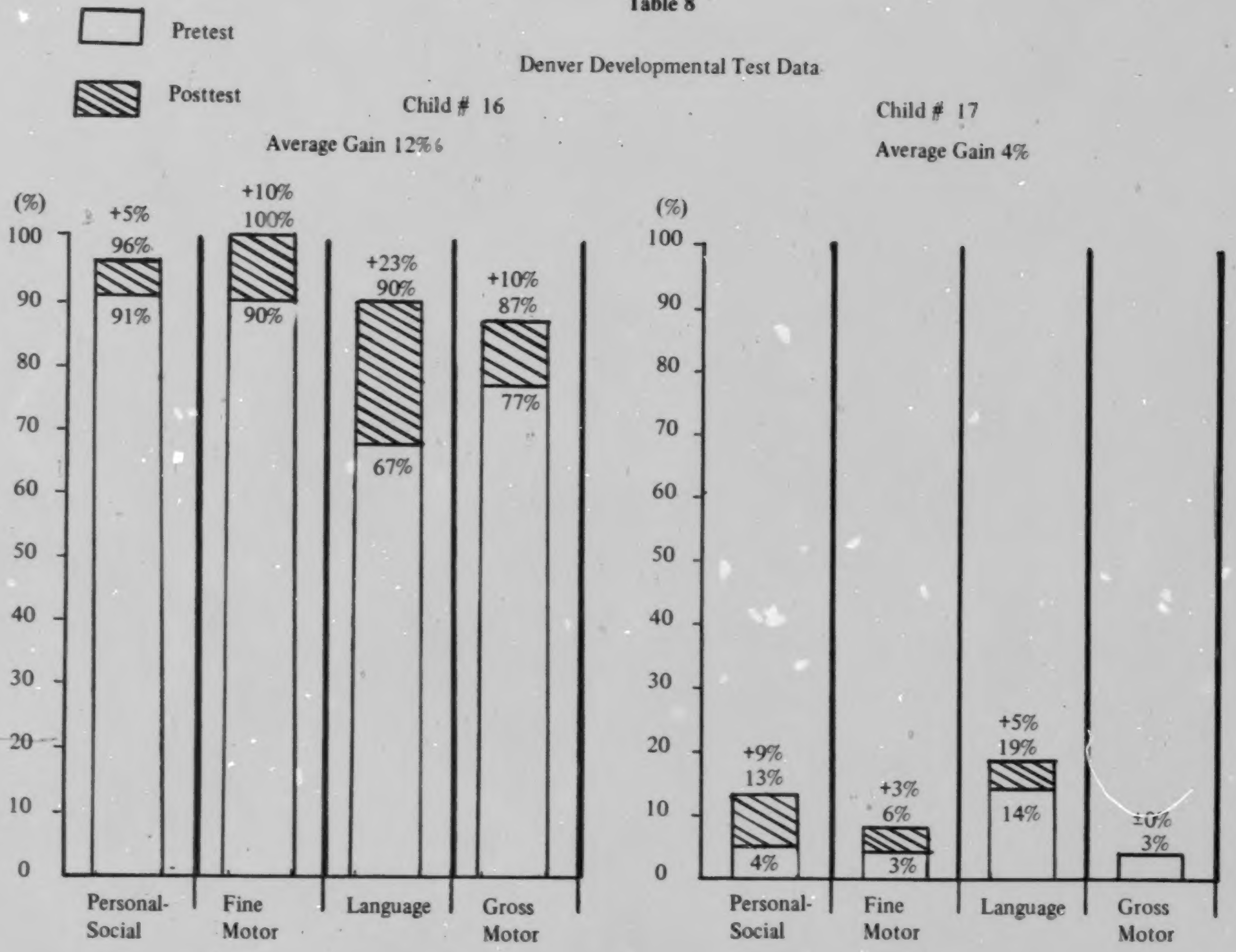


Table 8

Denver Developmental Test Data



69/70

2. *To train parents to work with their child in the areas of self-help skills, language developmental skills, motor skills, and social skills.*

The programs produced by each parent after they had participated in the Parent Training Program needed little if any changes by the itinerant teacher toward the end of the year. Parents broke the behavior down far enough for the children to succeed at the beginning step, then implemented the program with their children. The parents felt a little awkward in the beginning when the itinerant teacher started critiquing them but later in the program most relaxed and it became a learning experience. Table 9 is a sample of a task analysis produced by a parent.

All parents were able to use the sequenced program provided by the itinerant teacher. There were 12 parent-written programs and 25 programs initiated by the teacher bringing the total to 37 programs run this year.

A total of 12 programs were generated by the parents involved in this program. While an overall total of 21 children were seen by the itinerant teacher only 16 families really participated in instruction with their children for an appreciable time span. (Table 10)

Table 9

PARENT GENERATED PROGRAM

Title: Brushing Teeth

Child's Cues	Simple Behavior
1. Hold toothbrush	1. Holding toothbrush while putting toothpaste on brush.
2. Wet toothbrush	2. Wetting toothbrush under running water.
3. Toothbrush in mouth	3. Putting toothbrush in mouth and brushing up and down.
4. Remove toothbrush from mouth.	4. Taking toothbrush from mouth.
5. Rinse mouth with water	5. Rinsing mouth with water.
6. Rinse toothbrush	6. Running toothbrush under faucet.
7. Put toothbrush up	7. Putting toothbrush in holder.
8. Wipe mouth	8. Taking towel and wiping mouth.

Table 10

Summary Table of Programs

Child	Total # of Visits	X time spent at each visit in min.	Amount of time over or under the overall average of 57 min. per visit.	Overall (%) of gain in all areas of Denver Developmental	# of Months in Program
1	24	57	On	9%	7
2	13	57	On	8%	4
3	43	83	26 min. over	18%	9
4	24	64	7 min. over	8%	7
5	26	59	3 min. over	4%	5
6	19	56	1 min. under	10%	6
7	24	95	38 min. over	6%	6
8	35	89	32 min. over	15%	9
9	54	67	10 min. over	19%	9
10	32	82	25 min. over	14%	9
11	25	89	32 min. over	6%	8
12	10	46	11 min. under	7%	4
13	19	73	16 min. over	8%	5
14	20	48	9 min. under	13%	8
15	6	72	15 min. over	–––	2
16	17	100	43 min. over	12%	5
17	6	76	19 min. over	–––	3
18	22	79	22 min. over	–––	3
19	1	75	18 min. over	–––	1
20	19	75	18 min. over	4%	5
21	4	60	3 min. over	–––	2

The number and variety of programs produced by the parents are as follows:

Self Help Skills	8 programs
Motor Development	3 programs
Language Skills	1 program
TOTAL	12 programs

3. *Each family will participate in group inservice activities in 50 percent of the meetings.*

Objective 3 was met as shown in Tables 11 & 12 which indicates a 64% average family representation.

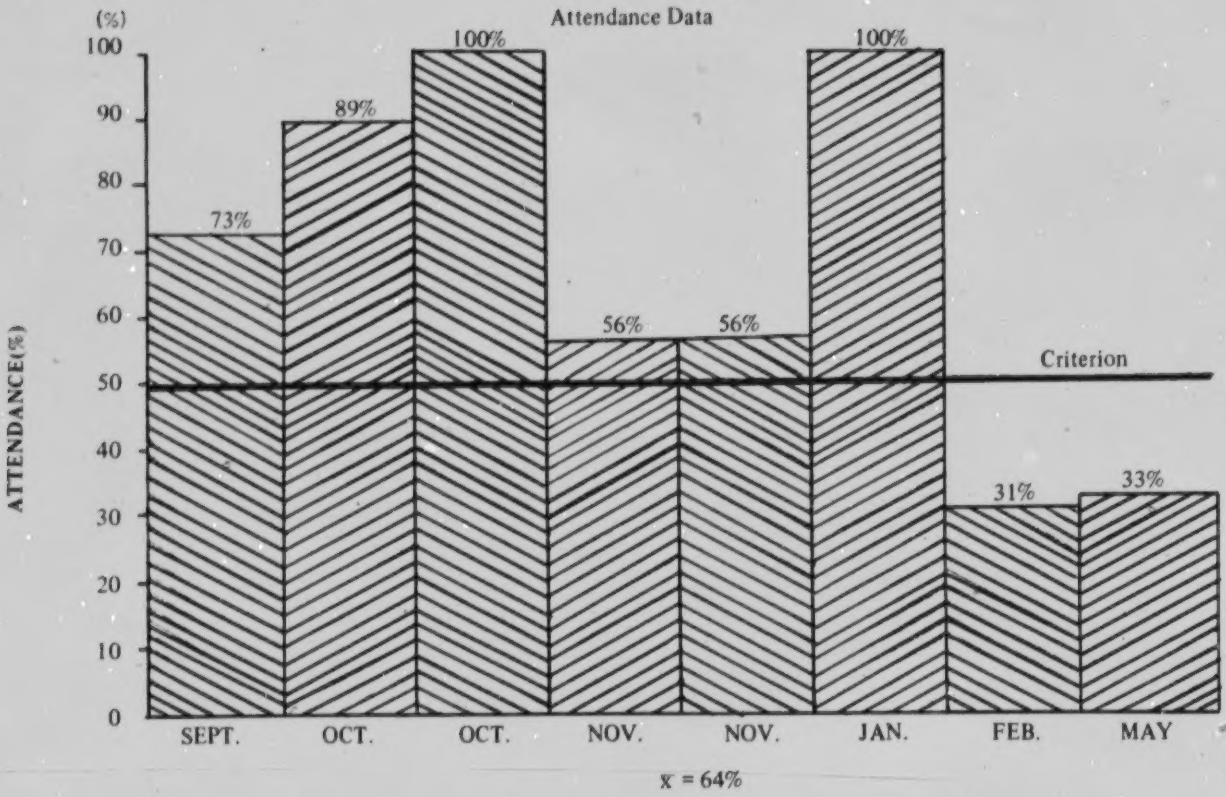
Meetings were held during the months of September, October, November, January, February, and May. It should be noted that two meetings were held in both October and November.

Table 11

Attendance Data

Month	Date	# of Families in Program	# of Families at Meeting	% of Families Represented
September	9-19-73	11	8	73%
October	10-17-73	9	8	89%
October	10-24-73	9	9	100%
November	11-7-73	9	5	56%
November	11-14-73	9	5	56%
January	1-16-74	16	16	100%
February	2-20-74	16	5	31%
May	5-8-74	15	5	33%

Table 12



Objective #3 met. An average of 64% of the families were represented at the group meetings.

Third Party Evaluator's Comments:

The three major objectives in this proposal were centered around working with parents. The first objective dealt with a change that occurred in the children, the second objective dealt with the change that occurred in the parents, and the third objective focused on parents attending meetings. In the final analysis, the first objective was measured by giving the Denver Developmental Test on a pre and post basis. In the original proposal and in the letter of agreement from the third party evaluator, it was indicated that student change would be measured on a scale other than the Denver. However, the data from the Denver are the only ones presented. On the Denver Developmental Scale, all children indicated gain with the exception of five children who were in the program for only a short period of time (three months or less).

The second objective dealt with the training of parents and was originally to be measured by the use of an observation form. The project staff felt that they could not adequately take enough time samples on the observation form on each of the parents to provide sufficient evaluation data. Therefore, it was requested that the project be allowed to substitute the evaluation measure that would indicate the number and variety of programs generated by parents and include a sample program. The number and variety of programs conducted by parents seem to be satisfactory when you include the teacher initiated programs that were given to parents. The actual parent generated programs are less than one per active family. The example that is presented from a parent generated program is a very nice example of task analysis. One thing that would be helpful in interpreting the effectiveness of this program would be the sample of the individual data that the parents collected on the programs they ran.

The third objective dealt with getting at least 50 percent of the parents to attend regular meetings and this objective was obviously met. It is interesting to note that in general as the year progressed the percent of families attending began to decrease with the exception of one time immediately after the Christmas break when seven new families were brought in.

Title of Project: *Baker County IED Regional Program for Visually Impaired Children*

Location of Project: *Baker and Malheur Counties*

Type and Number of Children Served: *6 Visually Impaired Students*

Funding Allocated: *$18,300.00*

Project Beginning Date: *September 4, 1973*

Project Ending Date: *June 28, 1974*

Background and Rationale:

Six visually impaired students, residing in Malheur and Baker Counties had been identified. A continuation of services begun under a Title VI grant last year was required due to the continued wish of the parents of the visually impaired children in the area to have their children remain at home and receive education from local school districts. This program provided specialized individual instruction to assist these children to remain in local schools and to assist their parents and the regular classroom teachers.

Objectives and Evaluation Plan:

1. *Participants will receive supplementary individual instruction in academic areas.*

   The Roswell-Chall Diagnostic Reading Tests, a Braille checklist, the Metropolitan Achievement Test, Comprehension Section, and a living skills checklist will be used to measure this objective.

2. *To provide in-service for the classroom teacher who serves visually impaired children.*

   A list of the specific recommendations made to classroom teachers and subjective evaluation of those that were carried out by the classroom teacher.

3. *Teachers to provide assistance to parents of visually impaired children.*

   A list of the specific recommendations made to the parent and subjective evaluation of those that were carried out by the parent.

Methodology:

This project employed one itinerant teacher. The itinerant teacher had a master's degree in the education of the visually impaired, had training in orientation and mobility, and had training in teaching living skills. His work experience included positions as a regular high school counselor and dormitory house-parent at two blind schools. In addition to the itinerant teacher, the services of a school social worker, three teacher's aides, and a reader were used to work with children served by the program. All staff were consulted on a frequent basis for mutual sharing of experience, observations and ideas.

The itinerant teacher maintained a regular schedule with students who were located in Baker, Richland, Ontario, Adrian and Harper schools. After initial assessment of the needs and abilities of the students, an individual program was fashioned in an attempt to meet those needs. A schedule was constructed based on consideration of distance to be traveled to the individual schools.

Instruction was provided as follows:

Student A—Age 7 years. This second grader was seen for a one hour period two days a week. Instruction was provided in Braille reading and writing, math, independent travel and daily living skills.

Student B—Age 11 years. This fifth grader had considerable useful vision. Instruction was given to her both in large print and Braille. Tutoring in math was provided when requested by the classroom teacher. Typing instruction and daily living skills instruction were also provided. One and one-half hours were spent with this student twice a week.

Student C—Age 9 years. This fourth grader was seen for a one hour period two days a week. He was provided with large print textbooks and materials to be used in the classroom. Tutoring was provided in typing and in Spanish at his request and the classroom teacher's request.

Student D—Age 4 years. This student was seen for forty-five minutes to one hour twice a week at a school for mentally retarded. He was provided instruction in body movement including sitting, rolling, standing and walking, and in auditory skills.

Student E—Age 11 years. This student was seen for a period of at least two and half hours per week one day a week. She was provided with large print materials and instruction in daily living skills and in reading and writing skills.

Student F–Age 13 years. This student was seen for one hour a day, two days a week. She was given instruction in typing and provided social adjustment counseling.

Student G–Age 7 years. This totally blind second grade boy was seen for one hour a day, three days a week. Instruction given was in Braille reading and writing, math, independent travel, and daily living skills. He was involved in the program for only one month.

Each of the children were seen on a regular schedule after which a short conference was generally held with the classroom teacher involved. During this time teacher's questions about their experiences with the children and about their future plans for classroom instruction were considered, and suggestions for incorporating the visually impaired child into the normal classroom routine were discussed. Training sessions in mobility psychological awareness, daily living skills techniques and the like, were provided on an individual basis to teachers and parents when appropriate. Written progress reports were submitted to the parents and classroom teachers at the end of each semester, as a formalized way of indicating the progress which had already been discussed at length during personal interchanges. A considerable amount of living skills instruction was carried out in the home to teach the children to use equipment available in the home and to demonstrate to the parents appropriate methods of helping the child to become more independent in their personal needs.

Two camping experiences were conducted during the year, one in the fall and one in the spring. These experiences provided the opportunity for a different kind of social interaction than was possible in the school environment. It provided the opportunity of developing independent cooking and daily living skill habits, awareness of the outdoors and the different varieties of plant and animal life in the forest, and related experiences. Five of the children in the program were involved in both the campouts, and one of the parents was also directly involved in both the campouts. Three of the students will again participate in the Outdoor Concepts Workshop to be held July 24 to August 2 in Bend, in cooperation with the School for the Blind.

Large print and Braille books, Braille writers, cassette recorders, talking book machines, and other special equipment was provided as a matter of course in the ongoing process of the program, through State resources. Magnification devices were also provided.

Results:

1. *Participants will receive supplementary individual instruction in academic areas.* Samples of the types of skills measured are given in Tables 1, 2, 3, 4, and 5.

Table 1

Sample Skills

Braille Skills – 5 steps

Sample: Identifies Braille writer parts.

a. Space bar
b. Line-space
c. Carriage
d. Etc.

Dressing Skills – 6 steps

Sample: Coat zipping

a. Locates both ends of zipper mechanism.
b. Grasps with pincher fingers the two ends with material out of the way.
c. Engages mechanism completely.
d. Etc.

Orientation and Mobility – 10 steps

Sample: Uses trailing appropriately

a. Uses some manner of trailing to find designated location in room.
b. Uses some manner of trailing to locate another room.
c. Etc.

Dining and Kitchen Skills

Sample: Spreading

a. Gets appropriate amount of butter on knife.
b. Gets butter on bread.
c. Uses knife in appropriate direction.
d. Etc.

Self Care

Sample: Handling money.

a. Can explain differences in coinage.
b. Can flawlessly identify in sequence a variety of coins. (at least 25)
c. Knows number of cents in each larger denomination.
d. Etc.

Typing Skills

Sample: Uses typewriter parts appropriately.

a. Space bar
b. Carriage return
c. Margin sets
d. Etc.

Results by each student follow:

STUDENT A (Results for the skills checklist can be seen in Table 2) Results of the Metropplitan Achievement Test. Primary II (reading comprehensive), given orally were:

Pretest 9/11/73 – Form F	Postest 5/16/74 – Form G
74% tile (2.7 grade equivalent)	90% tile (3.6 grade equivalent)

Roswell-Chall Diagnostic Reading Test given in Braille. The pupil needs help in the following areas:

	Form I 9/18/73	Form II 5/21/74
1. Single consonant sounds		
2. Consonant combinations		
3. Short vowels	x	
4. Rule of silent E	x	
5. Vowel combination	x	x
6. Syllabication	x	x

Comment: Student A, in addition to mastering items #3 & #4 above, showed a gain in firming up the first and second areas as she gained more assurance in handling the Braille letters and contractions. She also showed greater ability to apply effort to the last two areas, though not enough to be able to show a gain.

Table 2

Pre and posttest results for student A

	(Pretest) 6/9/73	(Posttest) 5/23/74
Braille Skills		
Writing mechanics	11/13	13/13
Reading mechanics	3/4	4/4
Reading and Writing Braille Knowledge		
	9/6/73	5/23/74
Alphabet	17/26	26/26
Punctuation marks	3/5	7/9
Contractions	20/40	133/139
Dolch words	9/13/73	5/21/74
Pre primer	31/40	40/40
Primer	25/52	51/52
1st grade	–	39/41
2nd grade	–	44/46
3rd grade	–	36/41
Orientation and Mobility	9/11/73	5/16/74
	3/6	6/6
Living Skills		
Coat zipping	10/30/73	3/28/74
	5/8	8/8
Shoe lacing	11/8/73	6/18/74
	1/8	7/8
Shoe tying	9/25/73	1/28/74
	6/8	8/8
Safety pin	10/29/73	6/18/74
	2/6	6/6
Folding	11/1/73	5/9/74
	6/9	9/9
Coat on hanger	10/25/73	5/21/74
	3/8	8/8
Socks pairing	11/1/73	6/25/74
	1/5	3/5
Handling money	9/20/73	5/21/74
	1/13	7/13

Comment: This student had a considerable amount of work in Braille math skills as well as math concepts. Also in telling time and orientation according to the points of a compass.

Student B (Results of the skills checklist are given in Table 3) Results of the Metropolitan Achievement Test. Intermediate (reading comprehension), given orally were:

Pretest 9/11/73 - Form F	Posttest 5/16/74 - Form G
56% tile (5.5 grade equivalent)	88% tile (7.8 grade equivalent)

Roswell-Chall Diagnostic Reading Test given in Braille. The pupil needs help in:

	Form I	Form II
1. Single consonant sounds	9/18/73	5/21/74
2. Consonant combination		
3. Short vowels sounds		
4. Rule of silent E		
5. Vowel combination		
6. Syllabication	x	

Comment: Student B is able to pronounce all the words without giving up, but still is torturously slow in Braille, though firming up confidence in many signs.

Table 3

Pre and posttest results for student B

	(Pretest) 9/6/73	(Posttest) 5/23/74
Braille Skills		
Writing mechanics	11/13	13/13
Reading mechanics	3/4	4/4
Reading and Writing Braille Knowledge		
	9/6/73	5/25/74
Alphabet	21/26	26/26
Punctuation marks	2/10	5/10
Contractions	31/58	113/133
2nd grade	–	41/46
3rd grade	–	36/41
Typing	9/18/73	5/16/74
	15/19	18/19
	8 wpm	12 wpm
Living Skills	11/1/73	1/2/74
Coat zipping	4/8	8/8
Coat hanging	11/1/73	6/20/74
	4/8	7/8
Hanging slacks	1/17/73	6/20/74
	1/3	2/3
Folding T shirts	9/6/73	6/20/74
	3/5	5/5
Folding blanket	11/1/73	6/20/74
	2/5	5/5
Washing windows	11/1/73	6/20/74
	1/4	3/4
Spreading butter	10/16/73	3/14/74
	2/5	5/5
Table wiping	11/9/73	1/31/74
	0/5	5/5
Can opening	10/18/73	6/6/74
	1/7	6/7
Handling money	9/6/73	6/4/74
	10/13	11/13
Bed making without linen change		
	11/1/73	1/17/74
	3/7	7/7

Student B also did considerable amount of cooking though she is still not truly independent in many skills. She has developed an ability to work without having apprehension around the stove and burners. She has gained a considerable amount of confidence in locating things in the kitchen and in developing her skills toward independence in reading a recipe. Student B also gained considerably more confidence in her ball handling activities during the year.

Student C

This student received instruction in Spanish and typing at his request. He read from the Children of the Americas, Spanish series, Rosita Y Panchito. During the year he learned the names of various colors, days of the week, numbers up to 20, names of parts of the body, names of clothing, and names of various family members and some very limited conversational ability. Student C's interest in Spanish waxed and waned throughout the year and it was very difficult to maintain a consistent progress. His typing and necktying skills progressed are given in Table 4.

Table 4

Pre and Posttest Test Results for Student C

	Pretest	Posttest
Typing Skills	9/6/73	5/16/74
	0	17/19 6 wpm
Tying Necktie	10/30/73	5/21/74
	2/5	4/5
Dolch words	(Pretest) 9/13/73	(Posttest) 5/21/74
Pre primer	30/40	38/40
Primer	36/52	51/52
1st grade	-	36/41

Student C Cont.

Student C never developed rapidity in his typing, though he did learn the basic position of the keys on the key board and he confidently struck those keys without looking at the key board, and while watching the material to be typed. Student C also improved considerably in his ability to handle a football and to participate more actively in recreational-social events with other children.

Student D

This child at the beginning of the year had lost much that he had learned last year (sitting, standing and rolling, etc.). He still had not made any significant gains in self care at the close of the year in June though there were periods, throughout the year, of ups as well as downs. He was able to sit for periods up to 10 minutes (during the year had he been able to sit for periods of much longer duration but regressed mid year). He learned during the year to hold onto a bar suspended in the air and to support himself holding onto it, without assistance, for periods of up to approximately five minutes. When placed against a wall he could stand braced for periods up to five minutes. His development in crawling did not improve. He regressed during the year in his ability to roll over. He did develop ability to walk, with support from the waist bending his knees which he was not doing at the start of the year, and using fairly good walking patterns. A toileting schedule, planned by the school at which he was attending in conjunction with the parent, was worked out but was not successful. Student D did learn to eat foods which were not mashed in a blender or were not pre-processed mashed foods. And he developed a considerable appetite during the year. Student D's period of vocalization came and went during the year, but at no time was he participating in imitative behavior, and his vocalization was nearly non-existent most of the time. The positive attitude of the parent and the school personnel where Larry attended school made it possible for Larry to develop a routine during the year school. His attendance was without overt emotional stress and without him lapsing into the frequent and debilitating illness that he was susceptible to last year. His gain has, then. been small but apparent in the areas of balance and eating habits. In other areas, his behavior has pretty much remained the same.

Student E

This student at the beginning of the year was able to read and write the following letters:

Pretest 11/28/73		Posttest 5/17/74
Small letters able to read	22 out of 26	26 out of 26
Small letters able to write	15 out of 26	25 out of 26
Capital letters able to read	22 out of 26	26 out of 26
Capital letters able to write	12 out of 26	26 out of 26

At the end of the year last year this student was able to consistently identify 13 basic vocabulary words. At the end of this year she was able to correctly read 33 out of 40 of the Dolch words on the pre-primer list, and 40 other words of interst of her own choosing.

These words she was able to identify with some consistency, on any one day being able to read around 3/4 of them. Student E does have considerable difficulty with retention. However, it was found that consistently applying learning tasks, and requiring her to put forth effort on them, was effective in getting her to make slow progress. With a considerable amount of attention from her reading classroom teacher, this student was, at the end of the year, reading, with some degree of efficiency, readers at a primary level. The following indicates the areas of need for this student based on the Roswell-Chall Diagnostic Test. The pupil needs help in :

	Form I 12/10/73	Form II 5/17/74
1. Single consonant sounds	x	
2. Consonant combination	x	x
3. Short vowels	x	x
4. Rule of silent E	x	x
5. Vowel combinations	x	x
6 Syllabication	x	x

Comment: Student E drew a blank when administered the pretest of the Roswell-Chall, and though not very much evidence of improvement can be shown from the chart above. she was making a considerably greater effort on all items except for syllabication on the posttest, with considerable improvement in her ability to get many of the items accurately even though she still needs help.

Table 5 is the result of pre and posttest living skills development for student E:

Table 5

Pre and posttest results for student E:

	Pretest	Posttest
Living Skills		
Hang coat on hook	10/24/73	1/9/74
	2/3	3/3
Hanging coat on hanger	10/31/73	5/15/74
	3/8	8/8
Folding T shirt	11/28/73	6/26/74
	3/5	4/5
Coat zipipng	10/31/73	3/13/73
	4/8	8/8
Lacing shoes	11/7/73	5/29/74
	3/8	7/8
Shoe tying	11/7/73	6/3/74
	4/8	6/8
Safety pin	10/24/73	5/29/74
	0	6/6
Key use	9/12/73	1/2/74
	2/4	4/4
Telling time	9/12/73	5/29/74
	2/11	5/11
Handling money	9/12/73	9/12/74
	1/13	3/13
Teeth brushing	9/12/73	1/12/74
	4/8	8/8
Folding	10/24/73	5/8/74
	4/9	9/9
Hanging towel and washcloth	12/5/73	5/29/74
	3/5	5/5
Bed making without linen change	10/24/73	5/8/74
	3/6	6/6
Putting pillow case on pillow	10/31/73	1/2/74
	0	4/4
Blanket on bed	12/5/73	1/30/74
	3/5	5/5
Blanket folding	11/7/73	6/26/74
	2/5	3/5
Bed making	12/5/73	3/30/74
	9/16	16/16
Table wiping	2/6/74	6/11/74
	1/5	3/5
Can opening	5/8/74	6/19/74
	1/7	5/7

Comment: With the positive attitude of all the local school staff towards student E, she gained a more optimistic outlook about the use of her left hand and arm.

Student F

Student F was referred to the itinerant teacher as a result of having problems with social adjustment and it was determined that she should learn typing as a vehicle for counseling in social areas, as well as in providing a skill that would be useful for her in academic work.

Typing skills	Pretest	Posttest
	10/22/73	6/3/74
	0	19/19
		17 wpm

Student F was a ready and willing learner and occasionally brought questions and personnel problems to the attention of the itinerant teacher and according to her counselor, "(Student F) seemed to appreciate the special nature of her instruction and the special attention she received. There have been fewer incidents of her losing her temper and resorting to the counselor for help. Some of her teachers have noted some improvement in self-adjustment in the classroom."

Student G

This student continued in the program for only one month as he moved out of state. He did not continue on the program long enough for there to be any significant result of the itinerant teacher's work with him.

2. *To provide in-service for the classroom teacher who serves visually impaired children.*

A list of specific suggestions of methods and techniques for working with the impaired student was kept, and it was regularly rechecked to see if the classroom teacher was consistently following through on the suggestions. In addition, each teacher was asked to evaluate the itinerant teacher program, and to submit any comment or criticisms.

The most common suggestions or demonstrations for the teacher regarded use of special equipment, and techniques for daily living skills. Suggestions made or techniques demonstrated for example, regarded the use of magnifiers for reading large print books, correct technique of loading the Braille writer, most efficacious way for student to use hands in reading Braille, coat hanging technique, shoe tying technique, etc. Other suggestions were made regarding recreational activities and the extent that the visually impaired student should be encouraged to get involved with other students. It should be noted that the number of suggestions carried out by the teacher or by the parents does not necessarily reflect success for the students having gained in the particular area concerning which the suggestion was made. However, the data presented above does suggest that gains were made in certain areas of academic and living skill competence. It is reasonable to assume that some of that gain was induced by the very cooperative efforts of the teachers and parents to follow through on suggestions made by the itinerant teacher.

Following is a sample of teacher comments, and a breakdown of action taken or suggestions made by the itinerant teacher:

Student A

There were 19 suggestions made to the local classroom teacher, 18 of which were consistently acted on positively. Student A's teacher had this comment to make, "(The itinerant teacher) has been very helpful and consistent in providing adequate instruction to the student and advice to me."

Student B

There were 14 suggestions made to the local classroom teacher, all of which were consistently followed. Student B's teacher made the following comment, "(The itinerant teacher) has given advice and encouragement to both (Student B) and me that have helped in our classroom situation. She is gaining in desire to respond in classroom discussions and is much better able to express herself."

Student C

Five suggestions were made to the classroom teacher, four of which were carried through. The classroom teacher of Student C said that, "(The itinerant teacher) has been a consistent help to (Student C) in his social adjustment in the classroom by opening up to (Student C) the world of healthy competition. (He) has always been willing to assist me in any way that we felt he could. Even if it has been just an ear for my frustrations . . ."

Student D

There were 12 suggestions made to the school personnel involved with Student D. Ten of them were carried though and the teacher of Student D had this comment to make, "(The itinerant teacher) has made Student D's intergration into Room A a very successful happening; by being able to assist in the classroom giving the teacher and her aides many good ideas and workable techniques. Also in giving us the needed confidence of working with the visually impaired."

Student E

The teacher of this student was given 11 suggestions or techniques for working with Student E. Nine of them were acted on positively. "(The itinerant teacher) has been very cooperative with the school in arranging his schedule time with (Student E). He has talked with me frequently so that we are aware of what the other is doing and has cooperated completely where I've asked him to work on a specific area of study."

Student F

The counselor of this student was given 1 suggestion which was consistently followed. It needs to be noted here that work with this student was undertaken with the understanding that the best help to her teachers could be provided by helping her to develop, outside of the classroom, ways of coping with situations which arose in the classroom, and not by directly intervening with either teachers or parents.

3. *Teacher to provide assistance to parents of visually impaired children.*

It should be mentioned that last year's itinerant teacher did a nice job of laying the groundwork for acceptance by parents of the visually impaired and helping them to develop appropriate attitudes and techniques for working with their visually impaired children. Therefore, there were very few occasions for this year's itinerant teacher to offer much more than support for what the parents were already doing.

Student A
Six suggestions were made to her parents, all of which were carried through.

Student B
Six suggestions were made to Student B's parents, five of which were followed through.

Student C
One suggestion was made to the parents and it was carried through.

Student D
Six suggestions were made to the parents. Five were followed through.

Student E
Six suggestions were made to the parents and all were carried through.

Student F
No suggestions were made to the parent as very little contact with the parent was maintained, other than over the phone.

Comment: It needs to be said here that the families of all the students with the exception of Student F were contacted at least on a monthly basis. Most of the parents were visited by the itinerant teacher more frequently than that, particularly in June when the itinerant teacher was able to work with the children at home. This provided the opportunity for parents to observe ways of dealing with their children.

Samples of the kinds of suggestions made to the parents are: to see that the child got more sleep, to encourage home listening to talking books, to encourage reading at home to supplement school activity, to appropriately be able to use techniques of coat hanging, shoe tying, folding, etc.

It should be emphasized that the program has taken on many elements of routine (for example, the provision of materials from outside agencies such as the School for the Blind or the Child Services Center in Portland). The parents, school personnel and the itinerant teacher are now working with a fairly well established pattern toward the fulfillment of the educational needs of the students.

Third Party Evaluator Comments:

Data collected and submitted by this project are consistent with the letter of argreement and therefore indicative of an appropriately run project. The itinerant teacher should be complimented for a fine job. As a result of his efforts visually handicapped children who ordinarily would receive no instruction at home were able to take advantage of a rather systematic educational program.

Title of Project: *A Pilot Program of Intervention for Emotionally Disturbed Junior High School Students*

Location of Project: *Mountain View Junior High School, Beaverton, School District #48*

Type and Number of Children Served: *23 Emotionally Handicapped students*

Funding Allocated: *$12,000.00*

Project Beginning Date: *September 6, 1973*

Project Ending Date: *June 6, 1974*

Background and Rationale:

From September 1972 to June 1974 the Beaverton School District, with the aid of Federal Title VI funding, has conducted a project for working with emotionally handicapped junior high school students within the public school setting. The project was an outgrowth of the district's elementary school project for the emotionally handicapped students.

The students admitted into the program were having behavioral problems which interfered with their academic growth, social maturity, and acceptable classroom procedures. In the Intervention Program these behaviors were to be dealt with in a systematic way by providing prescriptive contingencies (i.e., points, praise, outings) for improved behaviors. The services provided were to be conducted in such a way as to enable the children to continue in an education program in the regular school program as fully as possible and as soon as possible.

Eighty-five percent of the students in the program were significantly behind in study and academic skills. A special individual class was set up for these students in the intervention room. Some students had more than one subject in the intervention classroom.

Mountain View, with an enrollment of 1,000 students, provided a room for the development of this project which served three junior high schools in the district. Mountain View Junior High School functioned under a modular schedule. The school building was staffed with three counselors and two full time reading specialists and one remedial math instructor for 9th graders.

Objectives and Evaluation Plan:

1. *To develop a resource room for students diagnosed as emotionally disturbed.*

Number of children served and the number of programs generated for each child.

2. *To create a process by which problems are identified.*

A narrative description of the process including forms produced and a flow chart of activities.

3. *To establish a program for behavioral change for each child served.*

A Pre and Post on the Walker Behavioral Checklist will be used for each child. The behavior that is to be treated should be specified, baseline should be taken on that behavior, treatment data should be included in addition to follow-up data after the child has returned to the classroom. In addition, a criterion should be specified for re-entry into the classroom. Also, the duration of time spent in the behavioral problems program should be specified in the number of days or hours.

4. *To establish a program of crisis services for children.*

Cancel until year of 1974-75.

Methodology:

Due to disruptive behavioral problems some intervention students were removed from some or all the regular classes and placed in the intervention classroom for individualized instruction in those classes or in the basic skills of reading if necessary. If a student was in the intervention room for all classes, he attended for one-half a day.

In the areas of science and social studies the intervention teacher attempted to follow the regular course of study as closely as possible to make re-integration back into these rooms smoother. For the majority of intervention students, the reading level and problem solving assignment of these texts were considerably above the ability of an intervention student working independently (self-instructional). These factors, coupled with the limited time the intervention teacher had to individualize each of these assignments, led to problems of inconsistency, frustrations, and lack of interest on the part of student and teacher.

An improvement was made in March when the Globe Science series was used. The short sequential assignments are written on a 6th grade level followed by questions at the conclusion of each chapter. The total series which has been ordered for next year covers all major areas of science and can easily be assigned to coordinate with regular classroom assignments.

The Lippincott and Botel diagnostic tests were administered to determine the reading level. For students between .3 and 3, the Distar (Engelmann) method for remedial reading was used.

The basic math diagnostic test and program were used with the Holt series of math, with daily math drills in times tables. Only 42% of the students knew their math tables when entering the program. "Multiputer" has been ordered for next year to help the students in this major area of deficiency.

Art instructions were given in drawing and pottery to students who were in the intervention room for most of their classes.

Self instruction materials for language arts consisted of a creative writing entitled "Imagination"; a language arts book on values, "Search for Identity"; and the Scope book on drugs, "Insight and Illusions". We also initiated the "Alive and Listening" tapes which we recommend for purchase next year.

The library, listening and viewing room were used for science and social studies projects with which some students needed help.

Students, re-entering the regular school program, who lagged behind in their assignments, were sent home with their work until it was completed.

Results:

1. To develop a resource room for students diagnosed as emotionally disturbed.

At the end of the 1973-74 school year, a total of 23 students either passed through or are being presently maintained in the Intervention room. Of the 23, 17 are now out of the program; 12 graduated into the regular school system; 3 were placed in more suitable situations (1 in a foster home out of the district; 1 to the Job Corps; and 1 sent a residential program in Seattle). Three more moved from the district. There were, on the average, four programs per student.

2. To create a process by which problems are identified.

The case referrals may come from parent (guardian) and/or any school personnel. The referrals relate to maladaptive behaviors that are displayed in talk-outs, out -of-seat, non-attending to task and aggressive behaviors.

The first step necessary for a student's entry into the program after initial in-school referral is a referral to Psychological Services, where a specific Psychologist is assigned to observe the situation and interview students, teachers, parents and other school personnel, to decide if a student could benefit from the intervention approach.

The second step is a conference to determine if there is concurrence of intervention staff with the Psychologist after observations and interviews are made. If staff concurs with the Psychologist, a date is set for entrance into the program. If staff does not concur with the Psychologist, a conference is held with intervention staff, Coordinator of Special Education and the Psychologist to decide possible alternative approaches.

The last step before the student enters the program is gaining parent agreement as indicated on Consent and Contract forms.

3. To establish a program for behavioral change for each child served.

The planned procedure within the classroom was as follows: When the student enters the Intervention program, the minimum behavioral and academic requirements for re-entry back to regular classes are asked of all teachers. Further checks and pinpointing the problem is made with the use of the Walker Problem Behavior Identification Checklist and the Burk's Behavioral Rating Scale. The student is given personal evaluation forms (parents receive identical forms) to assess a percentage level of positive and/or negative reactions the student sees in classes; with the teacher; and at home with mother, father and siblings.

After receiving all of the data back from the teachers and parents and getting final baseline observational data, a decision is made assigning the students one of six possible levels. Assignment is dependent upon extent and involvement of the problem. The levels are sequenced from one to six, with progressively less structure and more responsibility given to the student concerning decisions about behavior and academics. Then, the student receives a behavioral card which pinpoints his daily progress as above or below a 70% behavioral level. The 70% behavioral level is determined on a scale of 1 (below average) to 5 (excellent) on two behaviors. The student takes the behavioral card to each class during the day and has each teacher rate his/her behavior. At the end of the day, after a total of seven classes and a potential of 70 points for behavior, he/she can quickly assess how the day progressed; 50 points being at the 70% level, or the average he/she has earned. However, if average is not gained, a cost (in points or "posbucks") is assessed for the following day, determined by individual levels and/or individual contracts. The student decides whether points or "posbucks" are appropriate for him/her. ("Posbucks" are a transferrable form of paper currency as earned by positive behaviors.) Next, the cost-accounting, or "A-1 Savings Register", goes into full effect. The "A-1 Savings Register" is the recording book used to daily tally and graph his/her weaknesses and strengths, which become more and more exemplified as he/she learned to manipulate the daily earnings; points or "posbucks" (deposits) and costs; points or posbucks (withdrawals), relative to his/her level and the adjacent levels.

In other words, how does a student organize himself/herself in a positive and/or negative way over a period of time within a specific structured situation? Once a student has become aware or able to pinpoint his/her strengths and weaknesses within the system, how can he/she learn to manipulate the system in a more positive and self-productive manner? Using the above ideas and structure, we not only have a method of accountability but one to facilitate a specific structured situation: earned points or "posbucks" = deposits; cost in points or "posbucks" = withdrawals.

The deposit area and how it relates to behavior change has been previously discussed. Earning can be spent on: "Transportation tickets" (movement from one area to another), use of recreation room, late notes for tardiness, friends to visit in different area of building, personal academic articles; pencils, erasers, books, etc., day off from school, personal outings.

Most of the above areas are involved in day to day planning. However, at the end of each week, the student must decide how to spend 75 to 100% of his weekly "posbucks" earnings. These areas of spending are inclusive of all of the above mentioned, plus personal job contracts and home contracts (i.e., T.V., visiting with friends, allowances, etc.).

After a two week period has elasped, the student's performance is examined. If there has been 8 to 10 days of consecutive prescribed averages, he/she automatically moves to the next level. However, if the days of consecutive average has not been maintained, a conference with the student is called and the problems are discussed with a reorganization of his/her contract and a one week probationary period follows. If a 70% is not reached in the following week, a conference is called including the Intervention staff, the student, parents and other teachers to notify and discuss possible program changes.

All program alternatives must be examined and attempted before consideration can be given to dropping a student from the program. In this event, documentation is necessary to such a decision.

The evaluation for the project called for a pre and posttest on the Walker Behavior Problem Checklist for each child and then also baseline data to be taken on each behavior and treatment data and follow-up data. Finally, a criterion was to be specified which would provide for re-entry into the regular classroom. The duration of time spent in the behavior problems program was to be specified in the number of days or hours.

In general, the data gathered for this objective was unsatisfactory.

Of the 23 students who participated in the intervention class, both pre and posttest data on the Hill-Walker Behavior Problem Checklist were obtained for only two children. Of the remaining 21 children, there were 9 on which neither pre nor post data were collected. Pretest data were collected on the remaining 12.

An examination of the data for the two children on whom both pre and posttest data were obtained indicate no significant gain in either case.

In examining the individual program for each child, one finds: First, no criterion re-entry data were specified for any of the children. Second, no baseline data were taken on any of the behaviors to be treated. Therefore, there is no way of measuring whether or not the treatment program was in fact worthwhile.

The duration of time spent in the behavior problem program was specified in the number of hours and days, but these data without the availability of either posttests or specific behavioral data have little or no meaning.

Anecdotal information was provided on each student which attempted to summarize some of the treatment data. An examination of these anecdotal records indicate some spotty successes according to the project staff. In some instances children were moving up through the levels as described above, but in the majority of cases, there was relatively poor data, and conclusions could not be drawn.

In an effort to give the project the full benefit of the doubt, a detailed examination of the children who were moved out of the program was made in an effort to determine how successful those cases were. Extracts of the anecdotal data provided relative to those children is as follows:

Student #6: "We had decided to take (student) only for a probationery period. (Oct. 17, 1973) with the very idea that his problems were more involved than we could handle. Our assumption proved true . . . we worked on getting ______________ with his father in Seattle. His older brothers had complementary problems and father appeared to have helped in a big way." Boy left the program on Jan. 11, 1974 and no follow up data were available.

Student #9: Student #9 spent a total of 13 hours over a period of 54 days in the program. His pretest data on the Walker Behavior Problems Checklist indicate very few problems, all of which were within acceptable normal range. The only program that was conducted with him was described as follows: "Periodic talks with ______________ about how things were going. Talking with teachers about ______________'s behavior when occasional down periods came about. A little praise and he did fine."

Student #12: This student was in the program for 154 hours, for 154 days and was dropped from the program because of lack of parent desire to change their behavior. Therefore, no consistent change is shown in the student.

Student #13: Student #13 was in the program for a period from September 4, 1973 to October 20, 1973. There were no hours or data reported for this student and treatment data consisted of talk sessions or verbal contracts and apparently this solved the problem which was pinpointed as argumentative and defiant.

Student #14: This student was in the program from September 4, 1973 to March 28, 1974 for a period of 154 hours and 154 days and the report by the staff is as follows: "Several attempts were made at school contract. No significant changes occurred. This, combined with poor parental cooperation, did not succeed with any home contracts working. Therefore, we began to believe we were reinforcing the behaviors that were not to be reinforced by maintaining him in the classroom and we let him go with a full explanation of this reasoning. It appears to have worked. Many positive comments on behavior, but not much change in academic performance."

Student #15: He was in the program from September 4, 1973 to October 23, 1973 for a period of 81 hours and 54 days and the staff had made a verbal contract with him which according to them did "wonders for him". The follow-up data indicated that both in academic and behavioral areas comments were positive.

Student #18: He was in the program from September 4, 1973 to December 7, 1973, for a total of 66 hours and 66 days and his main behavior was talking back and not attending to tasks and a verbal contract apparently worked well with him. "These included job type agreements plus necessary survival skills".

Student #20: This student was dismissed from the program because the staff could not obtain any results with the child's parents and they felt they were supporting the very opposite behaviors than what was desired.

Student #21: Again according to the staff the paramount problem was "Mom & Dad using the child as a scapegoat for their personal problems." Again the child was removed from the program but in this case it had little result.

Third Party Evaluator's Comments:

When the third party evaluator visited this project, the project staff readily admitted they had not gathered baseline data but realized the necessity for doing so. At that time they were keeping data on many of the children but were having difficulty organizing their system. Apparently the system finally got organized and it is described in objective three. However, the data that were submitted for each of the children certainly is not indicative of a good behavioral program. The major results acheived with the children were not as a result of intervention programs but were more a result of "talking" to the child and in many cases these were successful only with minor behavior problems. Certainly few successes can be reported for the 23 children in the program and of course this is the main purpose of the program. Consequently, the program must be faulted because of this.

The main fault, however, lies in the administration of the program. The project did not do what it set out to do. It did not fulfill its agreement with either the third party evaluator or the Oregon Board of Education. The main heart of the program – as contained in objective three – which deals with the changes produced in children, indicate that no systematic effort was made to obtain pre and posttest data as agreed upon, utilizing the Walker Behavior Problem Checklist; no baseline data was gathered, and treatments were reported in non-specific terms.

It is to the further detriment of the project that the staff frequently blamed the home situation for problems that they are unable to remediate. It is axiomatic that the majority of children who are exhibiting behavior problems in school are also having difficulties at home and that many of these can be attributed to poor relationships with parents. This is not an excuse however for classroom teachers and certainly behavioral problem teachers to "give up" on the child. This requires on the contrary a great effort to provide a reinforcing environment for the child in the school situation. As far as can be determined from the report submitted for this project, the project failed to do this.

There is one mitigating factor to all this which must be mentioned. The aide in the program was dismissed in the winter months and according to the project director destroyed much of the data in the program. Although the data are admittedly not complete, and there may be a mitigating circumstance for this, one must nevertheless draw the conclusion that this project did not succeed in its mission of helping children with behavior problems.

Title of Project: *Behavior Modification Project for Emotionally Disturbed Children*

Location of Project: *Estacada Elementary School District #108*
Estacada, Oregon

Type and Number of Children served: *39 emotionally and socially maladjusted students*

Funding allocated: *$10,000*

Project Beginning Date: *August 1973*

Project Ending Date: *July 1974*

Background and Rationale:

This project was undertaken in order to assist parents and teachers in dealing with their emotionally maladjusted children. As these two groups exert the most influence upon a child's development, it is felt that they should become more proficient in using techniques found successful for remediating behavior problems. It was assumed that the environment of a disturbed child significantly affects his manner of behaving. Thus, a program with a strong behavioral orientation was developed. It was expected that as the environment was altered, so also the behavior being displayed by a particular child.

Estacada Elementary School District conducted a program aimed at meeting the needs of the maladjusted child in the summer of 1968. Within its limited framework this program was deemed a success, but due to lack of funds, its continuation was not possible.

The current Title VI program follows the basic premise inherent in other special education programs in this district. That is, the child–regardless of his particular handicap–should be helped to remain in and to benefit from regular classroom instruction. This philosophy can best be exemplified by the close cooperation found between the program for the mentally retarded and the regular classroom operation. Students share the same facilities, engage in the same activities and, especially in the junior high, participate in the regular class schedule.

It has been determined that as many as ten per cent of the school population is in need of some special help in overcoming emotional problems. It also has been shown that emotional problems interfere with academic progress and achievement. If our educational enterprise is to benefit these students, then these prerequisite needs must be met. The Title VI program specifically attempts, therefore, to modify the behavior of the maladjusted child so he can function within a regular classroom setting, and with newly acquired attitudes to function more fully in society.

Objectives and Evaluation Plan:

1. *Modify the behavior of the socially and emotionally disturbed child so he can function appropriately in the regular classroom.*

Pre-posttest and ongoing data will be taken on the Estacada Observation Checklist. The number of children discharged from the emotionally disturbed program will also be reported.

2. *To provide suggested activites for the parents for use with their child in the home.*

A list of activities suggested and a subjective evaluation of the success of those activities will be reported.

Methodology:

Staff consisted of one teacher-consultant and one aide. The procedure for referral and intervention was as follows:

1. Teacher or parent having a child who displayed behavior problems would meet with the consultant in order to specify the inappropriate behavior needing modification.
2. The consultant or aide entered the classroom to collect baseline data on the observed behavior. In the case of a parent referral, data were taken in the home setting by the parents.
3. After a baseline level was established, the consultant met first with the teacher, and subsequently with the parents, to formulate an intervention program.
4. The consultant or aide would again gather pertinent data to measure the effectiveness of the intervention.
5. Ongoing conferences with the teacher and parents would be held to learn if the program was maintaining itself, and if warranted, to make necessary program adjustments.

Results

1. *Modify the behavior of the socially and emotionally disturbed child so he can function appropriately in the regular classroom.*

A total of 39 children were prescribed behavioral programs and data were collected in regards to these programs. For these 39 children a total of 57 programs were conducted, or 1.4 per child. Of these programs, 52 were successful in reducing the incidence of inappropriate behaviors, with 50 being terminated successfully. Seven programs which had not shown success were being revised and continued at the time of this writing.

Thirty-four children had programs terminated successfully with four children expecting to be carry-over students next school year. One child moved while the program was in effect.

The following written statement has been reprinted to provide teacher input into the evaluation of the Title VI program. The project staff assisted this teacher with two children during the course of the year, and while the original letter included their names, the reprinting will show only the students' initials.

"B.C. has grown immensely this year, both academically and in self-control as related to her behavior. At the beginning of this school year her rate of classroom disruptions was as high as 5 or 6 a day. In using positive reinforcement regarding behavior with my entire class, B.C.'s outbursts have been toned down to an average of one per day.

I have worked with Mr. Buck and Mrs. Marcus very closely in my dealing with B.C. Mrs. Marcus worked with B.C. for an hour each morning on reading and spelling. She began the year reading in a pre-primer and completed a beginning 2nd grade reader this spring. Her independent attack on spelling skills is still at a 1st grade level, but she is now willing to attempt to spell words whereas she wouldn't at the beginning of the year.

B.C. is also able to play harmoniously with others and take small amounts of criticism from her peers. We used classroom discussions daily for students to air problems and also voice positive feelings expressing things that they liked about school and our classroom, I am pleased with B.C.'s progress this year.

F.H. was a very insecure child when he entered my room. During sharing time each morning he would spend nearly five minutes relating recent experiences of his, of which some seemed unbelievable. He was very untrusting of adults and would hide his true feelings behind a glassy-eyed smile. He never disrupted the class with outbursts.

From his records, F. was reported to have taken other people's property at the beginning of the year. Our class had problems with items missing from lunches and students' desks. F., Mr. Buck, and I had a serious confrontation about an item of school property that F. had in his possession without permission. This was the first time that F. did admit that he had done something dishonest without covering up with a blank look and saying that he didn't know what he was doing. It was a big breakthrough with F.

F., Mr. Buck, Mrs. Marcus and I had weekly conferences and this 15 or 20 minute time period really impressed F. in that this was his private time when he could talk about anything he wanted. It was also a time when I could relay to Mr. Buck and Mrs. Marcus the positive and negative things that F. had experienced in his behavior and studies. F. cares a lot for Mr. Buck and it meant a great deal to him for me to tell Mr. Buck good experiences that I had had with him.

I think that F. was his happiest here at school. He has grown in self-confidence greatly. His family disorientation is on his mind a lot and recently he has talked about this more freely. He has progressed so much this year but with the instability of his foster home situation and being pulled away from one of his only positive school experiences I am not confident that he will continue to progress as rapidly as he has this year. (Closing comment in reference to anticipated move from this school.)"

Pam Watson
Fourth Grade
Teacher

2. *To provide suggested activities for parents for use with their child in the home.*

A total of 106 personal visits were made to parents of the thirty-nine students involved in this project.

The following is a composite of suggested activities made to parents.

The majority of parents seen had varying degrees of difficulty in guiding the behavior of their children, and in providing the requisites for sound physiological and psychological growth. Suggestions, of course, depended upon the specific situation, but generally parents were advised to respond positively to new signs of growth or to newly developed positive behaviors. The Title VI staff promoted the use of coordinated programs between home and school which allowed and encouraged the parents to be the reinforcing agents in the intervention programs. This technique was used particularly with students whose primary problem was a lack of motivation leading to non-completion of tasks in school. To facilitate the coordination, activity books, smiley faces, charts, or happy grams were utilized by the teachers to give parents a daily indication of their child's performance. The emphasis was placed on parental involvement rather than on the use of extrinsic or tangible reinforcers.

One predominant characteristic noted in many families was the lack of involvement or interaction between father and child. In all conferences, the consultant emphasized his importance and sought to involve him in the intervention program, thereby having him assume a more integral role in his family.

Two sessions of parenting classes were conducted through the Estacada Community School. The consultant held the classes weekly and provided thirteen hours of instruction for ten parents on the topics of child development and behavioral change.

The parents who attended did so voluntarily. While some parents with children in the program were invited and urged to attend, only one parent enrolled for the class. The classes, therefore, were composed of parents who had children posing few or no behavioral problems, but who had come to increase their parenting skills and/or for information regarding child development on a more academic basis. Thus few comparisons between the two groups can be made.

It was felt that the parents dealt with individually showed signs of growth and indicated in the numerous conferences with the consultant and aide that familial changes had occurred. Also noted this past year, was a greater awareness of the program on the part of parents leading to a greater number of direct referrals from them. In almost every case, greater communication took place between the teacher and the parents, promoting better cooperation and coordination of programs.

The following parents' comments are indicative of this objective's impact:

> Parents Letter:
>
> In reply to your recent letter concerning L.'s behavior the following changes are noted.
>
> She has greatly improved her attitude at home. She is more willing to do her "chores", shows less resentment toward discipline, and seems more contented with herself.
>
> After my surgery this month she has done all the laundry, and much of the housework.
>
> She has a special friend at school, and seems more involved with other students her own age.
>
> Her relations with her brother are a lot better, although she's still much too "bossy". She still tries to maneuver him into positions wherein I have to take her side against his.
>
> She still seems to be doing well in school. She's brought very little homework home, and is looking forward to the track-meet Friday, whereas last week she was still dreading it because she didn't feel she could win, and the other students would laugh at her.

> I'm not sure more conferences were necessary. I would have liked to have gone to the adult discussion group meetings, but the time made that hard to fit in my schedule.
>
> I think the most help was in breaking the cycle of negative feelings. Once you've shown a positive course and begin seeing each other as people instead of adversaries, it becomes much easier to help each other.
>
> That is the help for which I am most grateful.

Student #1

FINAL REPORT
G.R.

REFERRED FOR: inducing vomiting when corrected or at whim; parents complained he would disturb family every night with sobbing and/or vomiting; irregular eating habits.

BEHAVIOR PINPOINTED:
(1) self-inducing vomiting at school (frequency count)
(2) nightly disturbances which awaken family members (f.c.)
(3) number of minutes necessary before G.R. remains in bedroom at retiring

OBJECTIVE:
(1) Decrease vomiting at school to the rate of 0/week.
(2) Decrease nightly disturbances to the rate of 0/night. (G.R. may continue to get up on his own and use bathroom.)
(3) Reduce number of minutes necessary to settle G.R. in bed at night to three.

PROGRAM: A
(1) Consultant met with parents to discuss the three problem areas and outline the school's intervention to deal with behavior number one above.
(2) Teacher permitted G.R. to eat lunch (or at least go to lunch, since he never ate anything at this meal) if he did not vomit on the way to the cafeteria, otherwise he would have to remain in the room. Teacher also threatened physical punishment if it happened again; however, she was quick to praise his improvement also.
(3) Consultant met with G.R. individually to apply emotive imagery techniques with regard to coming into the cafeteria and sitting at table to eat.

RESULTS: The rate of vomiting dropped significantly from a baseline average of 1/3.5 days to 0/15 days, thus the behavior at school was extinquished completely. At home, though no program for this behavior was in effect, the results were

comparable. By late spring, G.R. had voluntarily taken milk and some crackers at lunch for the first time all year.
(Refer to Figure 1)

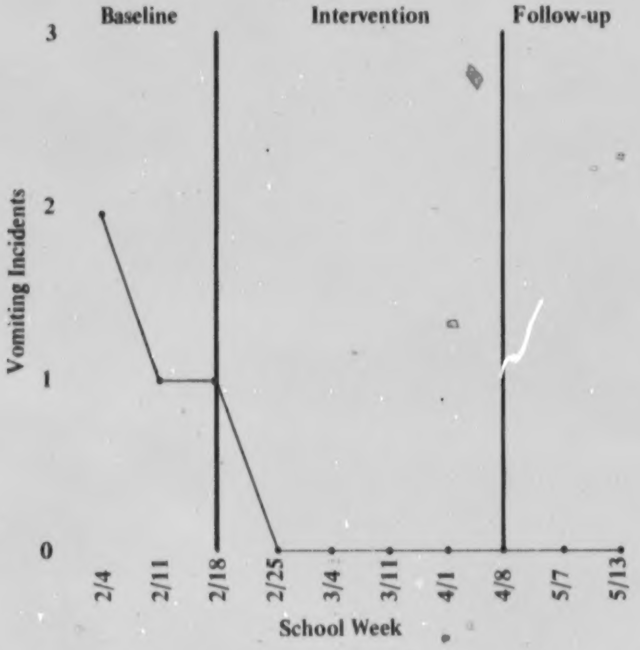


Figure 1

PROGRAM: B (1) The parents were asked to gather some data about the rate of disturbances each night, and also the length of time necessary to put G.R. to bed and have him stay there.
(2) The consultant recommended that G.R. be told that he could mark on the calendar if he made it through the night without disturbing other family members. If he was successful and the calendar was marked, dad would play ball with him in the afternoon.
(3) To meet objective three, it was suggested that G.R. decide what time he goes to bed as long as it is before 8:00. It was thought that by his choosing a time himself, he would be more apt to follow through with his decision.

RESULTS: From the first night of the program, disturbances ceased. The loud wailing and stomping or getting sick was extinquished completely, even though the history of the problem revealed it had been continuing for four years. The baseline average of 3/night was reduced to 0/night, and the parents reported two months after the inception of the program, that marking the calendar was still very highly regarded by G.R. and the behavior change was maintained despite the fact that Mr. R. could not play ball with him due to working schedule change.
(Refer to Figure 2)

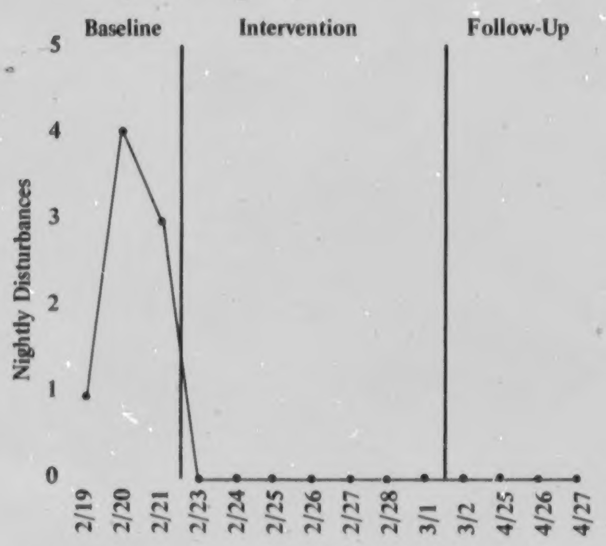


Figure 2

The average time necessary during baseline to put G.R. in bed was 45 minutes. This was reduced to less than three by G.R. deciding when he would retire. He did not return to the living room as before, and it prevented the nightly clash between him and his parents, who eventually always had to threaten punishment before he would stay in his room. The parents were surprised by their results and applied what they had learned to modify his eating behavior. Though this was not charted, the consultant advised the mother to stop providing a large evening meal when he came home from school. Rather a snack would be given and G.R. would eat with the family at the regular time. It was noted that this change prompted him to start bringing some lunch to school and the cafeteria no longer had the aversion formerly held.
(Refer to Figure 3)

Student #2

FINAL REPORT
R.M.

REFERRED FOR: Running in the halls, spitting, noncompliance with teacher or aides directives, abusive language, physically strik-

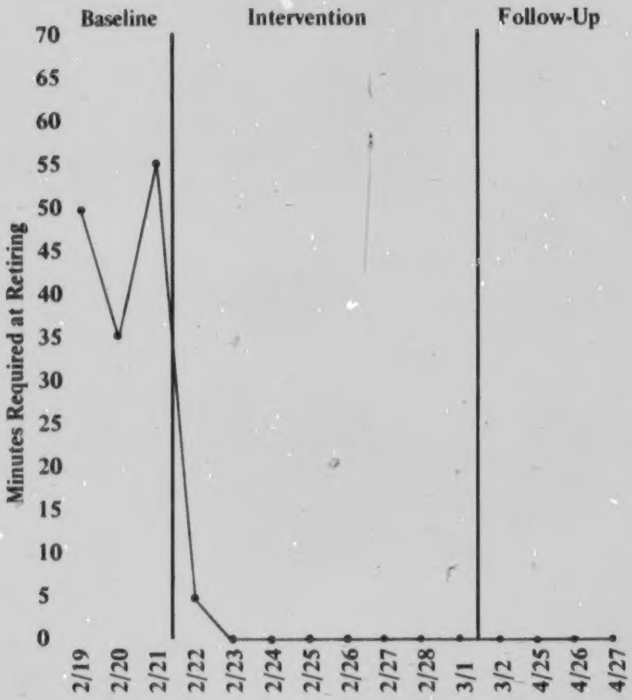


Figure 3

ing school personnel, fighting with peers, and "just doing anything to get attention"

BEHAVIOR PINPOINTED: Inappropriate or deviant out of class behaviors to include:

a) physically striking school personnel
b) use of abusive language
c) fighting with peers
d) spitting
e) non-compliance with directives
f) running in the halls
g) out of seat on bus

OBJECTIVE: To reduce the frequency of these behaviors from a baseline level of 8.3/day to one or less/day.

PROGRAM B (1) R.M.'s mother came for a conference to learn of the intervention and what she could do at home to support the program. She was instructed to attend to his performance and give the attention for positive behaviors rather than negative and to be consistent in providing the contingencies.

(2) R.M. was told he would have two attractive buttons to wear with a goal to keep both of them until he got home. If he kept two or one mother would be pleased and the staff would be most happy with him. If he lost both of them he could not return to school the next day

(3) A letter was sent to all school personnel instructing them to cooperate in directing attention to R.M.'s retaining the buttons. (Exhibit A)

Exhibit A

10/3/73

To all primary personnel:

Some of you have undoubtedly seen (student #2) proudly displaying his two buttons. They have a distinct purpose: we have begun a program which, hopefully, will reduce the number of incidents involving (student #2) in the hallways, on the playground, and on the bus (the driver is also aware of the program). Here's how it goes. (Student #2) must retain at least one button in order to return to school the next day. Verbal praise or a pat on the back could and should be given if he has kept both, so if you see him in the cafeteria or at recess–give a hug. He loses a button for running in the hall, disobeying a teacher or aide, fighting, or showing disrespect. It is up to those around him to remove a button if he exhibits any of these behaviors. You may leave the button in Alice's room or office box.

Your cooperation in this program is greatly appreciated–may the Great Pumpkin indeed reward you.

Thanks,

Jim Buck

RESULTS: As shown on the chart, R.M. tested the program to see if the consequences would be applied. Subsequently, he retained both buttons until the program was terminated on 10/25. Followup observations and data collected from school personnel reveal his changed behavior pattern was maintained.

Baseline level of behavior, 8.3/day, was reduced to .26/day.

(Refer to Figure 4)

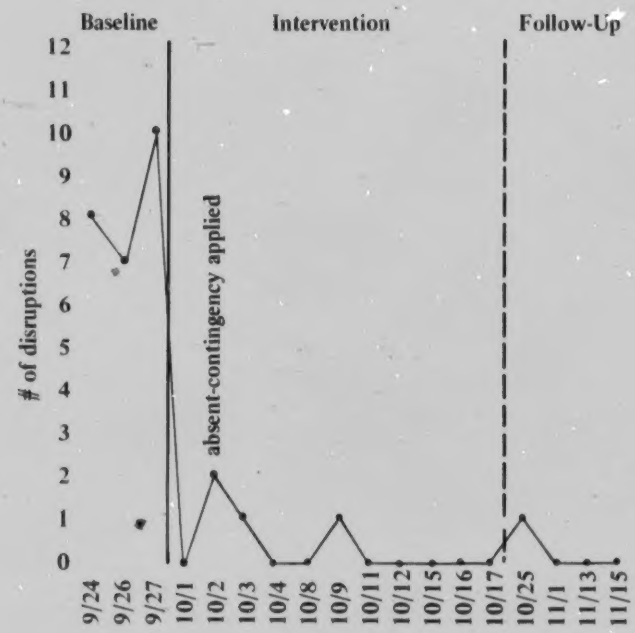


Figure 4

Student #3

FINAL REPORT

T.H.

(T.H. came to Estacada after leaving an institution for the emotionally disturbed. Early in the school year, the consultant shared ideas with the classroom teacher to promote interaction between T.H. and his peers. During the year the teacher initiated several programs of her own, however, in spring, she left the classroom and another teacher took her place.)

REFERRED FOR: disruptive behavior; "Anything to try and dominate the room or to irk me;" non-completion of work; crying when corrected; not complying with teacher requests

BEHAVIOR PINPOINTED: negative, attention-getting behaviors to include noise-making, inappropriate out of seat, hitting or writing on desk, shooting rubber bands, non-compliance with teacher requests.

OBJECTIVE: Reduce disruptive events from a baseline average of 20/day to 4 or less/day.

PROGRAM: (1) T.H.'s mother was requested to come for a conference to outline and coordinate an intervention program. She agreed to provide appropriate consequences at home contingent upon school performance.

(2) T.H. informed of the following program: each time a negative behavior occurs, he receives one check. If he obtains five checks in a single day he is to be sent home immediately, otherwise he "gets to" remain.

(3) If the day is finished with less than five checks, a special activity is given the whole class; thus, T.H. is recognized by peers for appropriate behaviors.

(4) A daily "happy gram" is sent home to inform the mother of school performance and allow her to consequate accordingly.

Teacher reports the baseline average of twenty/day dropped to a manageable three, and even these were mild in comparison with the behaviors previously observed. Since there no longer appears to be a power struggle, the teacher states she feels more casual and handles situations more objectively.

By the fifth day, T.H. exhibited no negative attention-getting behaviors and the teacher had received two "love notes" from him.
(see figure 5)

Student #4

FINAL REPORT

B.P.

REFERRED FOR: out of seat, talking out, flippant remarks to teacher, and noise-making.

BEHAVIOR PINPOINTED: attention getting, inapprorpiate behaviors to include noise-making, inappropriate out of seat, talking to peers during working time or when asked to stop.

OBJECTIVE: reduce disruptive behaviors to less than two incidents/observation period of ten minutes.

PROGRA[illegible] (1) An initial conference was held with the parents to outline the nature of the problem and the intervention strategy.

(2) A "behavior card" was constructed on which the teachers marked his performance in five areas:

a. works well with classmates
b. works quietly—no outbursts.
c. stays in seat
d. completes work for the class
e. goes directly to desk when entering classroom

The card was checked following each period of the day.

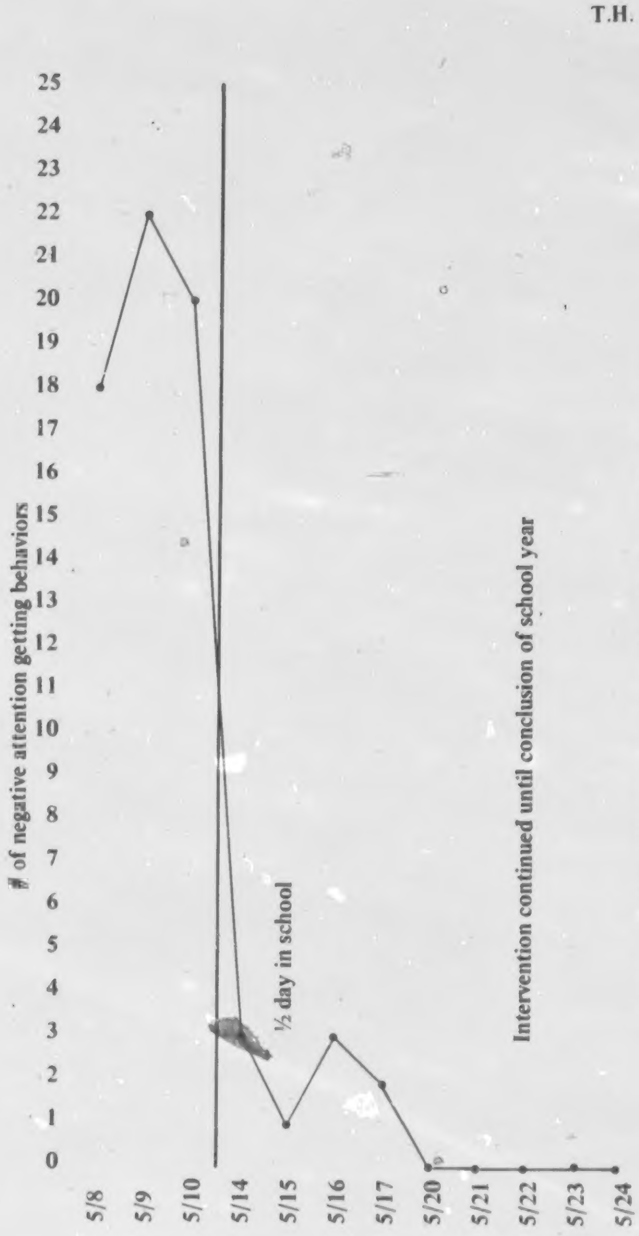


Figure 5

(3) There were 30 points possible each day; B.P. was required to earn 25 in order to return the following day. Parents were to check the card daily and reinforce the performance.

(4) The consultant added B.P. to his footabll team as an extra reward for good performance and he could play in the games if his card indicated necessary progress.

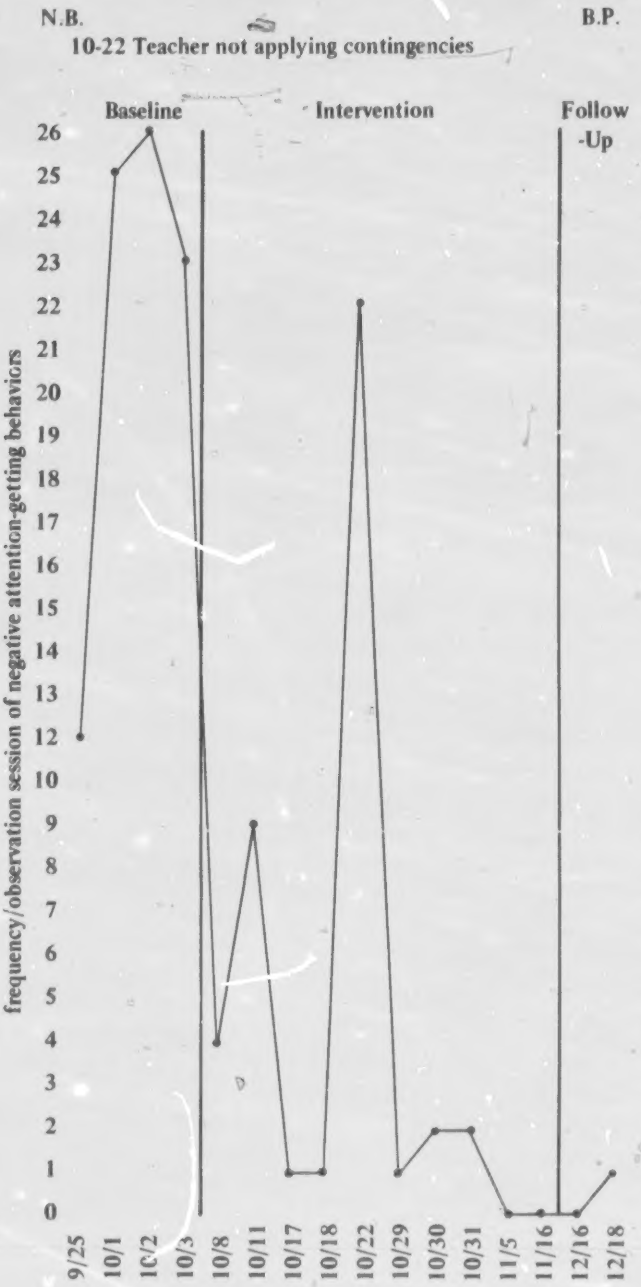


Figure 6

Program was terminated on 11/16. Teachers reported that B.P.'s behavior in class had improved significantly, much beyond the original objective. Though he had minor flareups on the playground, his conduct for the remainder of the year was at or near the level shown during intervention. (see figure 6)

Student #5

FINAL REPORT

T.B.

REFERRED FOR: not wanting to come to school; refusing to take the bus; uncontrollable sobbing before school; poor peer interaction

BEHAVIOR PINPOINTED: Percentage of the school day in class attendance.

OBJECTIVE: To increase level of attendance to the 100% mark.
To promote interaction with other students during her free periods.

PROGRAM: (1) Consultant met with parents to discuss the behaviors and inform them of the intervention program. They were instructed to ignore the crying and complaints associated with attending school, yet remain responsive to the child's feeling about school generally.
(2) T.B. would be given a smiley face to wear for coming on the bus and going to her classroom willingly. The Title VI aide gave generous doses of verbal reinfocerment.
(3) Teacher was asked to ignore physical complaints from T.B. in class.
(4) Smiley faces were taken home and posted on a calendar where parents could focus positive attention on T.B.'s performance.

RESULTS: Though crying continued until 9-18, T.B. took the bus without incident and was present for classes with exception of one day. After 10-11, data reveal no class time lost. Program was terminated on 11-14 with no recurrence of behavior.
(see Figure 7)
Objective 2 was accomplished by the Title VI aide introducing T.B. to various activities on the playground after she arrived each morning. The contact with the aide and subsequent involvement with other students reduced T.B.'s infantile behavior, and though data were not kept, all concerned with the student noticed a significant improvement in peer interaction, with T.B. becoming one of the most popular students in the room.

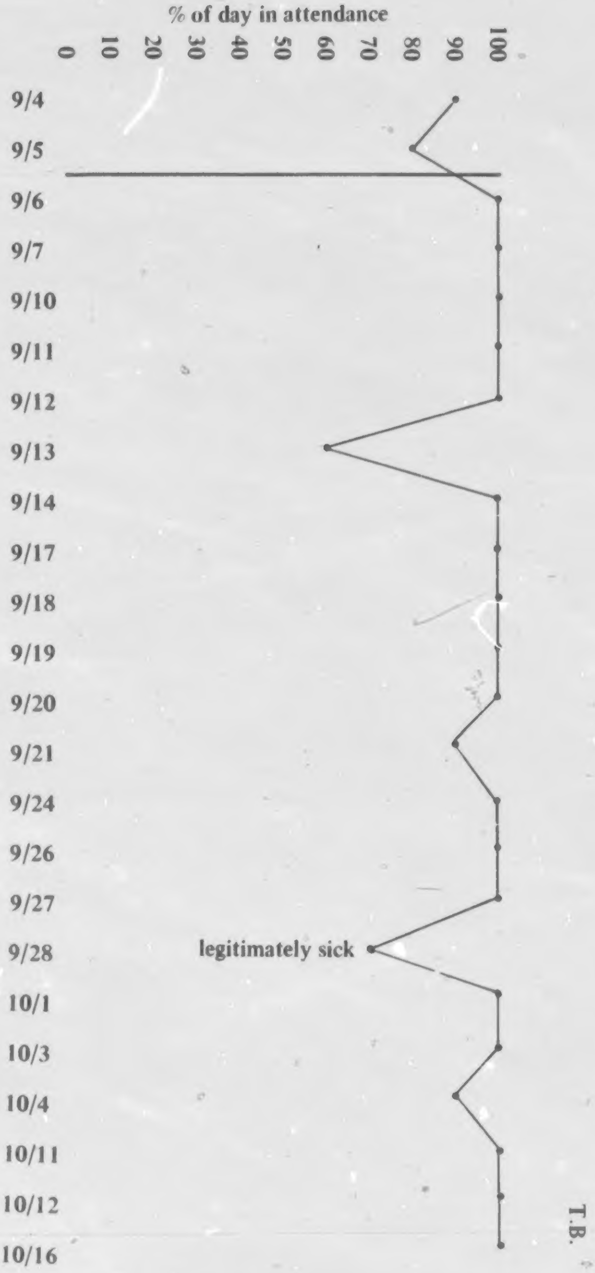


Figure 7

Third Party Evaluator Comments:

One of the gaps of last year's Title VI project was that of involving parents in the elimination of their child's inappropriate behavior (see Impact 7). This year's project seems to fill that gap. In addition, this year's project was able to show a decrease in inappropriate behavior in 91% of the population and 80% of the behavior programs were successfully terminated. These data give additional support to the appropriateness of this type of intervention in a public school setting. The project staff are complimented for doing an outstanding job in providing a successful behavioral intervention program.

Title of Project: *Parent Consultant*

Location of Project: *Eugene School District 4J*

Type and Number of Children Served: *500+ Developmental Disabled*

Funding Allocated: *$16,328*

Project Beginning Date: *August 15, 1973*

Project Ending Date: *June 30, 1974*

Background and Rationale:

This project was proposed as a means of providing parents of developmental disabled children with professional training and experiences to aid them to overcome some of the deficiencies that have prevented their children from succeeding in school. Parents of "developmentally disabled" children were taught skills in behavioral management so they could assist their children in academic and social home programs.

Objectives and Evaluation Plan:

1. *Given an eight week workshop the parents were to be able to:*
    a. Observe and pinpoint academic and social behaviors of their children.
    b. Chart academic and social behaviors
    c. Construct programs for the children to promote academic and social change.
    d. Demonstrate skills necessary to teach their children in academic and socially acceptable performance

    a. How parents scored on a pre-posttest on behavioral principles
    b. Number of parent behavioral programs run
    c. How many programs resulted in a decrease below baseline
    d. How many programs went to "o"
    e. Report list of behaviors wished decreased
    f. Report list of behaviors wished increased
    g. An example of classic parent conducted behavioral programs
2. *Given an eight week workshop and a successfully conducted program, parent attitudes will increase favorably toward their children.*

Pre-posttest Becker (Patterson version) Adjective checklist will be used to show change in attitude.

3. *After being in this program during the year, the academic performance of underachievers from the 1st through the 6th grade will show improvement on their reading series based on oral words read per minute using baseline data as the measure.*

Charts will be provided to indicate an improvement with a sample number of students from each grade.

4. *Given the skills of behavioral management, parents will be able to modify their children's deviant behaviors in school and in the home.*

A sample of home and school programs will illustrate the decrease of deviant behaviors against baseline data.

5. *Given these behavioral skills parents will be able to increase social and academic skills in their children.*

A sample of differences in social and academic programs between baseline data and intervention phase will illustrate significance of the programs.

Methodology:

This project was initiated on August 15, 1973 and continued through June 30, 1974. The parent consultant set up the project, organized the parent groups, trained the parents, incorporated the assisstance of the school district staff, and monitored the operation of the project and it's evaluation phase.

Additional staff provided by the School District was the Director of Pupil Services on a part time basis. Others working directly or indirectly with the parent and the children included: (1) a 4-hour a week parent aide and secretary, (2) elementary principals, (3) elementary counselors, (4) elementary teachers, (5) reading clinicians, (6) auxiliary staff - 12 graduate students from the Special Education Department of the University of Oregon.

This project was carried out in a series of three separate workshop, corresponding to the school academic year (fall term, winter term, spring term).

Before school began in September, the parent consultant contacted each of the thirty one elementary schools in the district and outlined the proposal and objectives of the project to each principal. Nineteen of the schools responded to the program and so during the next two weeks similar explanations were given to the counselors, the teachers, the social workers, nurses, psychologists, and reading clinicians of each school so that referrals of the specific handicapping conditions of the children could be centralized.

Two weeks after school began, three sites, each centrally located so that each of the nineteen schools could easily attend the workshops, were selected for the project. Each parent at each of the schools received a letter explaining the workshop objectives and purposes, and each school made selected phone calls to their referred children and parents. This format was requested each term and the rationale for this procedure was to eliminate the schools from designating specific parents as needing this workshop series, every parent of the school received an invitation. After a list of parents was compiled, the parent consultant then followed this sequence of events:

a. Telephoned the parents
b. Set up the time of the workshop
c. Organized babysitting services
d. Organized parent volunteer services
e. Trained the graduate Special Education Students

The fall workshop started in October and ended mid-December. There were six separate workshops in operation at this phase, three in the morning and three in the evening at three different sites. All sessions ran concomitantly so that if a parent was unable to attend one session, she could attend the same session at another site. The workshop schedule was Tues., Wed., Thurs., 10:30 to 11:30 A.M. and 7:00 to 8:00 P.M.

These parents after the workshop was completed were given follow up services each month by the teachers, counselors and the parent consultant. Teachers became involved in the program immediately and they entered into verbal contracts with the parents in setting up the initial construction of either academic and/or social program or both at home and the school.

The winter term workshop began in January and ended with spring break. Two of these sites were changed because of the increased input of parents from different schools. The same schedule as the fall term remained. The format was altered so that parents could actively pursue their programs as soon as possible. The added technique was to divide the hour session into three district programs: 20 minutes instruction on the skill; 20 minutes existing program was designed and discussed; 20 minutes small group interaction with a trained group leader. This format was added since the groups were too large to handle on a group basis or as individuals.

The Spring term workshop began the week after Spring term and ended the last week of May. Since spring seems to have its own difficult variables the sessions were cut down to two sessions a week, Wed. and Thurs. A.M. and P.M. However with the advent of many school programs that were initiated during the winter term, two schools asked for the service in training the teachers the skills of behavioral management and home-school programs. Thirty-eight teachers participated in the three week workshop, and twelve teachers actually set up classroom programs and parent programs. At this time pediatricians were making referrals to the workshop and the Child Center (the last resort for students who are unable to cope with the school programs) were incorporated into the spring workshop.

A complete syllabus of the content of the parent training workshop is available from the project.

Results:

1. Given an eight week workshop the parents were able to:

a. Observe and pinpoint academic and social behaviors of their children
b. Chart academic and social behaviors
c. Construct programs for the children to promote the academic and social change
d. Demonstrate skills necessary to teach their children in academic and socially acceptable performance

In order to summarize the data, the results will demonstrate what occurred during the year rather than three separate phases of the workshop.

Sheldon district: which included Coburg, Gilham, Meadow Lark, Washington, St. Paul, Willagillespie and Willakenzie Schools. Site was St. Thomas Episcopal Church and Meadow Lark School.

A.M.	55 started	
	35 perfect attendance	22 academic projects
	13 attended (4-6 sessions)	37 behavior projects
	7 dropped	
P.M.	145 started	
	102 perfect attendance	48 academic projects
(24 cpl)	30 attended (4-6 sessions)	67 behavior projects
(25 Men)	13 dropped	

Churchill district: included Bailey Hill, Condon, Child Center, Edgewood, Edison, Fox Hollow, Children's Hospital School, McCornack, Stella Magladry, Adams, Westmoreland, and Willard. Sites were Willard, Westmoreland Schools, and Register Guard Bldg.

A.M.	75 started	
	45 perfect attendance	38 academic projects
(4) men	22 attended (4-6 sessions)	48 behavior projects
	8 dropped	
P.M.	150 started	
	101 perfect attendance	62 academic projects
(38 cpl)	31 attended (4-6 sessions)	76 behavior projects
42 men	18 dropped	

North Eugene district: Included Awbrey Park, Silver Lea, Spring Creek and Whiteaker Schools.

A.M.	45 started	
	39 perfect attendance	25 academic projects
3 men	3 (attended 4-6 sessions)	32 behavior projects
32 men	11 dropped	

P.M. 102 started
75 perfect attendance 48 academic projects
30 cpl. 14 (attended 4-6 sessions) 55 behavior projects
32 men 11 dropped

Summary:
572 started the project
92 couples attended
106 men attended
60 parents dropped after 1st & 2nd session
6 moved from location
113 attended (4-6 sessions)
398 had perfect attendance

Parents initiated –
213 reading projects
30 readiness projects (preschool children)
315 behavioral projects

Of the 572 parents who participated in this project, 398 attended regularly. This participation included attendance at weekly sessions, maintenance of daily records, carrying out individual programs with their children, returning data to the project director and teacher and meeting criteria for each session. Many of the participants were mothers, however 92 couples attended regularly and 106 fathers participated in the workshop sessions and the teaching of the child at home.

It was the opinion of the parent consultant based on the results of the parents projects at home that most parents did acquire basic knowledge of the principles and techniques of behavior management. Parents also reported that they were utilizing these techniques with other children in the home who initially were not referrals.

A summary of the results of the program evaluation that was given to the parents at the end of the workshop indicated a general satisfaction with the program. Parents felt that utilizing a structured format in programs using differential reinforcement was a successful approach and that the general model of parent training was a successful one. Their ratings on a 1 (poor) to 5 (excellent) scale of their attitudes toward their child before and after the workshop increased from 2 to 3 and 4 to 5.

The following is a report on group analysis of the parent program and a sample of the types of records and performances that were maintained on each child. The actual number of records is voluminous. To include all of them in this report would be inappropriate; however, this data is available through the Eugene school system.

Number of parent behavioral programs run – 315

Number of programs that resulted in decrease below baseline – 295

Number of programs that resulted in decrease to 0 – 210

Instead of listing all the behaviors that parents wished decreased and increased, here are the behaviors that rated high in importance and priority.

Quarreling
Fighting
Hyperactive
Teasing
Bickering
Temper tantrums
Whining
Tattling
Bed wetting
Rebellious

Reading
Math
Responsible
Cooperation
Confidence
Dependable
Obedience
Motivation
Patience
Attentiveness

Student 1: Fighting among 4 boys ages 6-8-9-11- baseline data indicated an average of 10 times per day. 2/10/74 to 2/17/74, all boys were hitting and fighting with each other. Mother initiated a chart indicating number of fights entered into during the day plus home management program such as daily chores. Reward – boys could bake their favorite cookies on Saturday – boy with highest number of points would be first.

2/18/74 – 3/12/74 – Average – 2 fights per day
3/13/74 – 6/1/74 – Average – 3 fights per week

Most of the parents were interested in home management programs since after learning the skills of observation, pinpointing, and counting – many of the so-called single existing deviant behaviors did not occur as frequently as parents thought they did which seems to be typical of count behavior vs. "It always happens" behavior. Some parents actually prayed that the child would perform that behavior since they placed that behavior high on the priority list and so they were chagrined in having to relate to the group that the behavior did not occur as frequently as they thought it did.

The home management programs included such chores as:

Getting up on time by themselves for school
Getting dressed
Making their beds
Cleaning their rooms
Brushing teeth
Eating breakfast
Getting off to school on time
Getting home from school on time
Performing chores around house

No fighting before supper
Eating supper peacefully
Cleaning the table
Washing dishes
Throwing out garbage
Doing their homework
Cleaning up toys
Toilet activities
Going to bed on time

These parents would set up charts usually for all the children in the home and would allow so many points for the difficulty of the task. Each task was spelled out so that the child had specific input on the task he had to perform and the time allowed for each task. The points then were tabulated daily or weekly and the payoff was a reward agreed on by both the parent and the child.

The parents were constantly surprised that the rewards they had thought were motivations for their child in no-way resembled the reward that the child desired. Parents were asked to list the rewards they believed their child would perform, children were also asked to list the rewards that they desired. Here is a sample of corresponding rewards.

Child	**Parent**
Cold lunch	Bicycles
Trip to the store	Toys
Special dessert	Candy
Special supper	Money
Outing with Dad	T.V.
Baking cookies	Staying up late
Specific toy	Ice cream
Money	Outings
Overnight at friends house	Shopping trips

The majority of the parents indicated throughout the sessions and in past evaluation of the program that their behaviors changed and therefore so did the behaviors of their child.

2. *Given an eight week workshop and a successfully conducted program parental attitudes will increase favorably toward their child.*

On the Wes Becker (Patterson) version of Parent Attitude scale slight gains were indicated on four of the five factors on the test. The five factors on the test are:

a. Relaxed disposition (relaxed, calm, stable vs. tense, nervous, anxious)
b. Withdrawn hostile (sociable, warm, happy vs. unsociable, cold, depressed)
c. Lack of aggression (patient, not prone to anger tantrums vs. impatient, prone to anger tantrums)
d. Intellectual Efficiency (intelligent, effective, good memory vs. dull minded, ineffective, poor memory)
e. Conduct problems (responsible, obedient, cooperative vs. irresponsible, disobedient, obstructive)

The children were divided into boy and girl groups and each of these groups were subdivided into 5 age groups (1-3, 4-6, 7-8, 9-10, 11-14). Fathers and mothers were also divided into two groups. Slight gains were indicated on b, c, d, e, of the scale. On relaxed disposition the father saw their children (boys 1-3 and 11-14; girls 1-3) positively on the pretest and mothers saw their (boys 1-3) positively. After the workshop father and mothers showed significant gains in this area – from +4 & -16 to +16 & -4 on the twenty selected groups. If any conclusions can be derived from this test, at least it did indicate that a great majority of parents see their children as sociable, outgoing, intellectual, and somewhat of a conduct problem but most interesting as tense, nervous, excitable, emotional, anxious and fearful – could it be that these traits are what parents are prone to teach most frequently at home?

3. *After being in this program during the year, the academic performance of underachievers from the 1st through the 6th grades will show improvement on oral words read per minute using baseline data as the measure.*

Two hundred thirteen reading projects were initiated at home. Each child reading program was individualized. Each child in the first, second, third, fourth, fifth, and sixth grade was pretested on the district's Diagnostic Reading Test. Parents were trained to give and score the test given their children.

Parents of pre-school (6) and kindergarten (24) children worked on home programs with specific academic pinpoints such as:

(a) Alphabet recognition, writing, saying in sequence and out of sequence
(b) Short and long vowels – recognition, writing, sounding
(c) Consonants – recognition, writing, and sounding.
(d) Consonant digraphs – writing and sounding
(e) Worked on Sullivan & Merrill Reading materials
(f) Learned to name and write numbers 1 through 20
(g) Learned to name and write numbers out of sequence
(h) Sight vocabulary (Dolch List)

Parents whose children were in the elementary grades were trained to become an asset to their child's reading performance at home. The philosophy behind the parents role in reading was not that they become expert reading instructors but rather they would become a reinforcement in a structural reading program with their child.

Again, to give all the data on reading programs since each program was individualized, it would be too voluminous to print. Here is a sample report of a group of students in each grade.

PARENT'S ROLE IN READING

1. Each Reading Text is divided into three sections, front, middle, and end.
2. Child Picks Passage or story for practice reading in the front of the book.
   A. Child reads aloud to parent for five minutes.
   B. Parents sits behind child over the right shoulder of the child.
   C. When child stumbles over word, give him the correct response.
   D. Practice reading should take place approximately the same time everyday.
   E. Pick a quiet place for the reading.
3. After the practice reading, reinforce the reading.
4. Now, tell the child that you are going to time his reading for one minute: then say to the child
   A. Pick a passage from today's reading practice session.
   B. Read as fast as you can.
   C. If you don't know the word skip it.
   D. OK you are ready. Now Start; do the best you can.

5. Parents Observe Mentally the mispronounced words, skipped words, or substituted words. NEVER INTERRUPT THE CHILD DURING HIS TIMING EXCEPT TO SAY – KEEP GOING.
7. Subtract the Errors from the words read. (80 read, 10 errors = 70)
8. Chart The Correct words on the daily graph, write in correct and errors on the chart where designated.
9. Reinforce The Reading "That was a good reading."
10. If Child Desires, go over the errors with him.
11. Never Stay In the same passage for more than two days.
12. Criterion:
    A. Child should read 100 words per minute with only two errors for two days before moving to next section of book.
    B. If child's oral reading level is low, set the criterion to double his reading rate.
    C. If child is anxious about timing, then time him during his reading practice without his knowledge.
    D. A minimum of 60 words per minute is necessary for comprehension.
    E. If he has a bad timing, tell him we all have bad days, and if he wishes he could do it over again at least 3 times per day.

4. Given the skills of behavioral management, parents will be able to modify their children's deviant behaviors in school and in the home.

A sample of home and school programs is illustrated in Figures 1, 2, and 3, indicating the decrease behaviors against baseline data.

CHILDREN FIGHTING AT HOME
(Sample-42 Children)

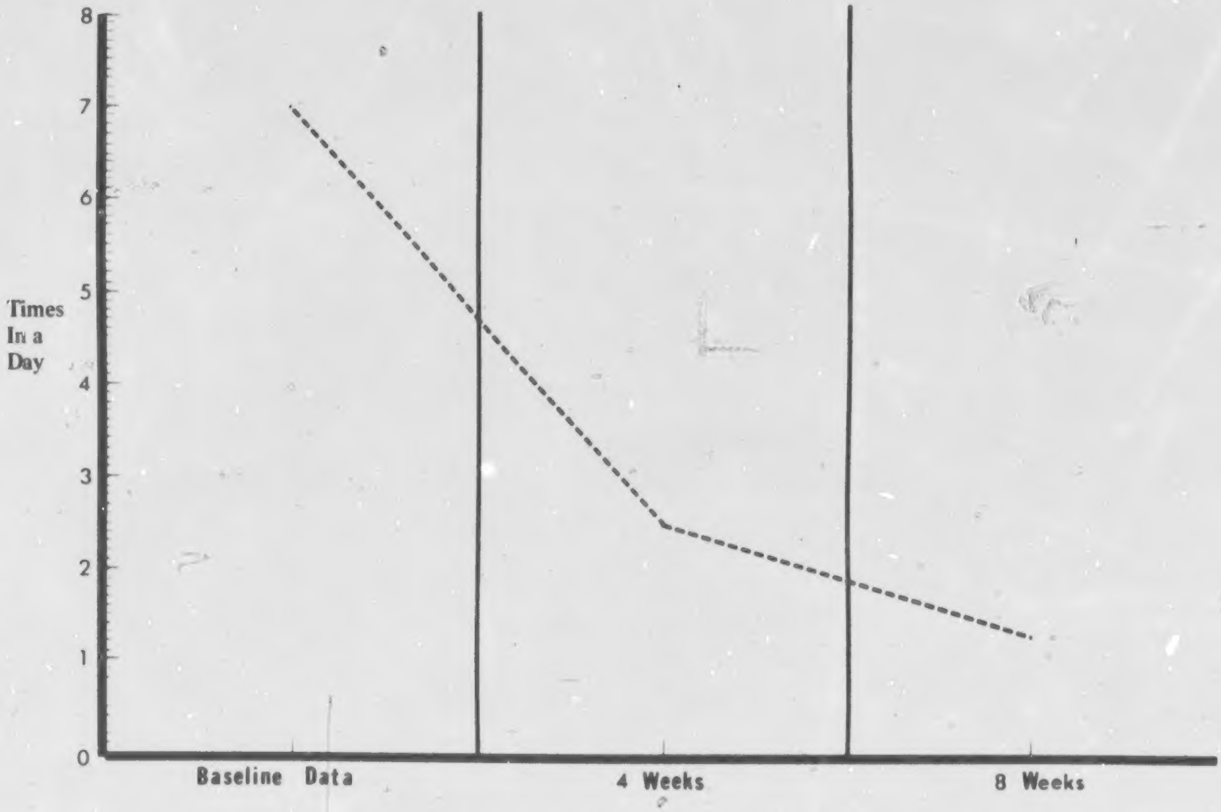


Figure 1

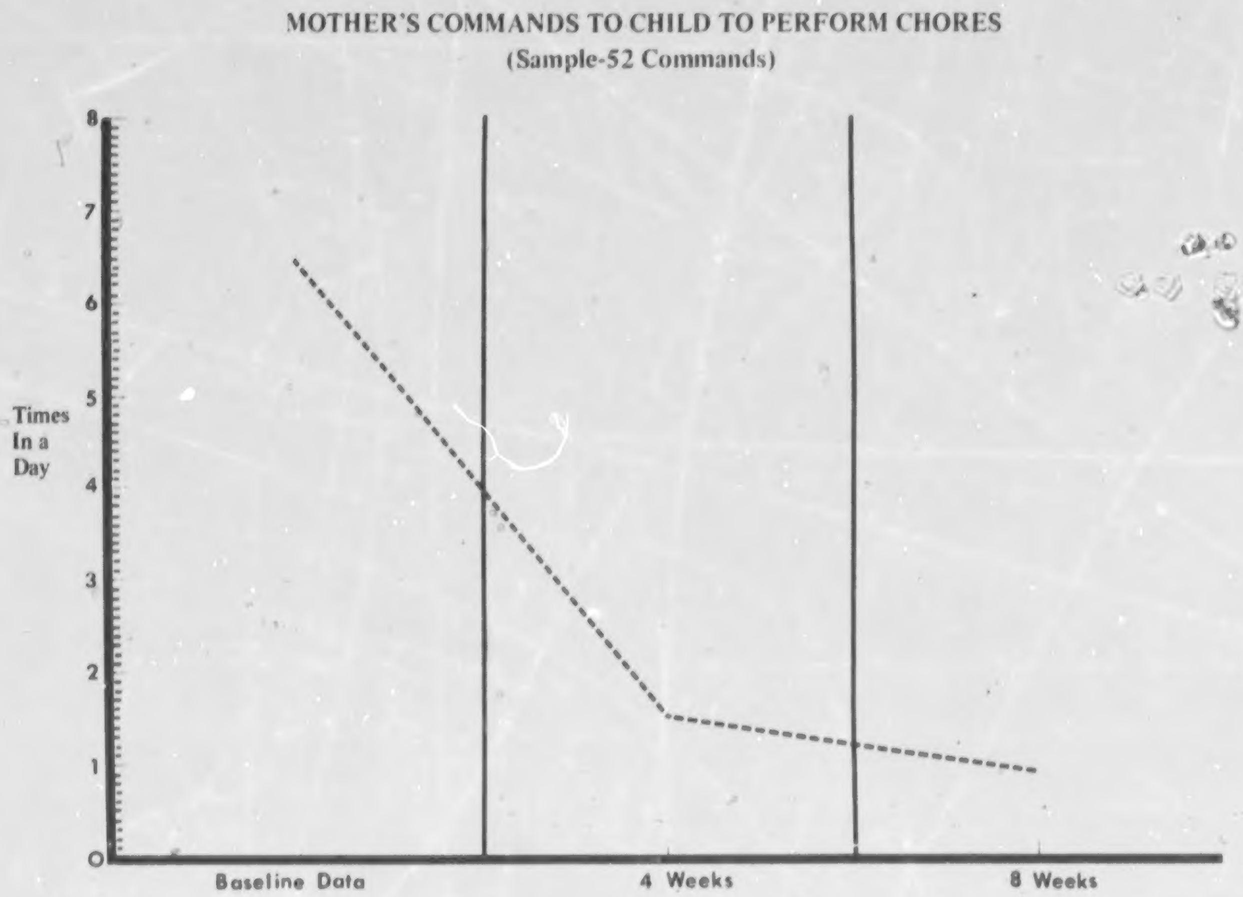

MOTHER'S COMMANDS TO CHILD TO PERFORM CHORES
(Sample-52 Commands)

Figure 2

Once a working relationship between school and home are established the classroom teacher would be able to assist the parent in setting up academic programs corresponding to the school program.

Number of teacher and parent behavioral programs run –75

Number of teacher and parent behavioral programs resulted in decrease below baseline – 68

Number of programs that reached terminal objective - 35

Type of programs run:

- tardiness
- fighting in school
- talking back to the teacher
- not completing tasks assigned
- deviant playground behavior
- hitting other children
- talking out in classroom

Two examples of teacher – parent programs follow:

Student 1. Not completing tasks in classroom

2/14/74 – 2/21/74 Baseline data – completed 0-5 tasks per day

2/22/74 – 3/1/74 Program – Teacher sends note each day that he completed x number assignments out of x number given that day at which time he is rewarded at home – received points to a small motor assembly.

3/1/74 – 3/8/74 Student completed ½ of his given assignment

3/9/74 – 3/10/74 Student completed 70% of his given assignment

3/17/74 – 5/30/74 Student now completed 88% of his given assignment

Student 2. Hits children in the classroom

2/17/74 – 2/24/74 Baseline data – 15 hits in a hour

2/24/74 – 3/3/74 Program – teacher and parent informed child that after 3 hits he would have to telephone Mom. If no calls were made that day child was rewarded at home.

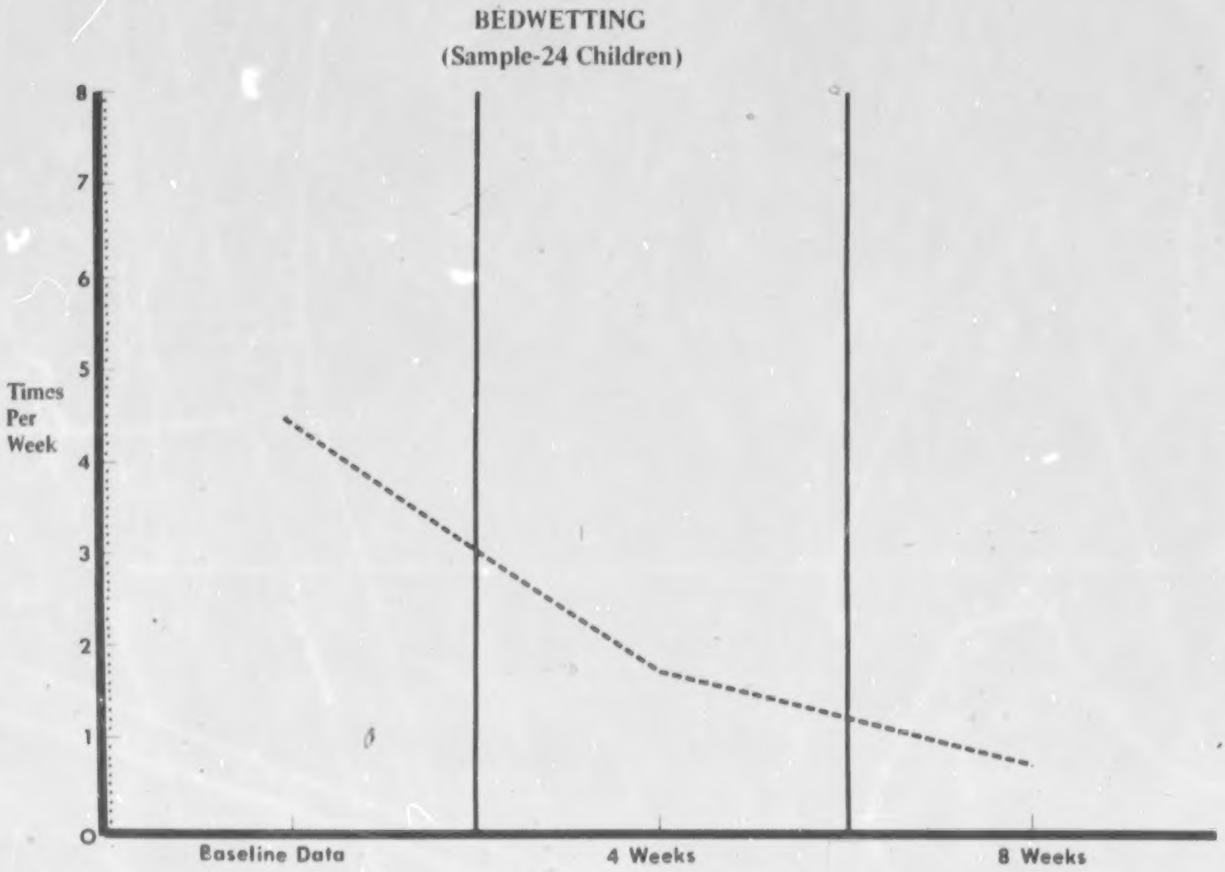


Figure 3

3/4/74 – 3/18/74 Child had to call home 4 times in 2 weeks

3/18/74 – 5/30/74 Child had to call home about 1 time every 7 days of school

Parents and teacher were generally interested in management of behaviors rather than one specific pinpointed deviant behavior. Three tasks proved highly successful since the deviant social behaviors decreased, social behavior increased, and most important, the academic improvement showed significant gain.

The parent-teacher home and school evolved around such management as:

Getting to school on time
Getting tasks finished on time
Fighting in school
Control in classroom, playground, lunchroom
Responding to teachers questions
Control of talking out behavior in classroom

5. *Parents will increase social and academic skills in their children.*

The mere fact that so many successful programs were run throughout the year and the example of behavior and reading programs in the preceding objectives would indicate significant progress by parents in the management of their child's social and academic performance at home and at school.

During the winter workshop, many parents were so involved in their programs that when parent-teacher conferences came around, many of the parents invited the teachers to incorporate themselves into their program, setting up behavioral and academic programs where the parents were involved in the reinforcement schedule at home.

The teachers were so impressed with their knowledge and motivation, that two schools requested the course during the Spring Term, 55 teachers attended the 3 day workshop and 15 teachers actually set up management programs for their entire classroom.

Here is a class example:

3-4 grade level – 22 students

Baseline Data:

paper strewn on floor daily

teacher gave instruction approximately 10 times per lesson

children came to teacher for further explanation 22 times per lesson

hitting other children, 10 times per 5 minutes

completion of tasks - 5 on time, 17 incomplete

Program:

a. children were divided into 3 groups, gifted, average, poor students in each group, so each group could be equal

b. children were involved in discussing acceptable and unacceptable social behavior and academic performance

c. 20 points could be earned daily

(a) 10 points for individual academic performance

(b) 5 points for individual academic performance

(c) 5 points for group academic performance

d. each group elected a representative to check academic papers

e. at 2:00 P.M. each day – children would form large group

f. teacher would ask who earned 20 points

g. children would stand up, however, child in the group could question any child who stood

h. child then would be subject to questions on their behavior e.g. "You hit me on the playground" not "Teacher, he hit me."

i. teacher tabulated points each day, as each child then would stand when he or she thought they earned x number of points

j. reward was a planned trip

Conclusion:

After four weeks 21 students earned points. All the existing problems stated above decreased to almost 0.

The teacher and students explained this program to another school and two more teachers incorporated the program with similar success.

All in all, teachers are now becoming aware of what they can do better in the classroom, and most important, how to utilize parents as a reinforcement schedule.

The program is now a part of the school budget and this indicates the need for structured involvement of parents as teachers of their children.

Third Party Evaluator's Comments:

Each of the objectives for this project have been met by the project staff. The project provided training for large numbers of parents who ultimately were able to assist their children with behavioral and academic problems. Many children were served as a result of this program.

In addition to the children served, the Eugene School District has decided to fund this project with local monies so that it can be continued. Plans are also being made to train teachers to initiate the parent programs from the local district.

The concept of training children by utilizing parents has again demonstrated itself to be a successful one. The utilization of behavioral principles and simple prescriptive programs is a desirable approach to parent training. The Eugene School District is to be commended for their decision to continue this very worthwhile project.

Title of Project: *Parent/Child Program for Handicapped Preschoolers*

Location of Project: *Union County Intermediate Education District*
LaGrande, Oregon

Type and Number of Children Served: *65 Handicapped Preschoolers*
42 Learning Disabled
23 Speech and Language Impaired

Funding Allocated: *$15,000*

Project Beginning Date: *September 1, 1973*

Project Ending Date: *June 1, 1974*

Background and Rationale:

The Union County IED Parent/Child Program for Handicapped Preschoolers was designed to coordinate early identification and intervention services to children and their parents living in Union County, Oregon. Because of the geographical isolation and the sparse population in rural Union County, services for handicapped preschoolers were not only limited, but difficult to provide in the traditional manner. Too often there was no diagnosis nor intervention prior to these handicapped childrens' school entry. The preschool years, when parents could and should have been helping the child overcome their difficulties, went by without the parents having sufficient knowledge of the problem, and therefore, unable to help their child. The home instruction phase of the program filled this gap by providing to these "parent-teachers" prescriptive materials in the home.

The program focused on the early intervention of children having learning disabilities in speech, language, cognitive, sensory motor, auditory discrimination, visual discrimination and gross motor developmental areas. Once identified, these children were referred to other proper agencies or institutions, and/or provided with an individually prescribed educational program so the child could enter school with reasonable assurance of success.

It was the intent of the program to provide additional follow-up services for these children having developmental lags, recommending placement in other programs when appropriate. This past year, for example, the preschool program served not only as a referral agency, but was utilized to meet the needs of the area schools in a way heretofore unique for the county. First grade teachers requested developmental profile results for each incoming first grader. Children new to the area or who had missed previous screenings were screened and as a result, several were diagnosed as not being able to function successfully at the first grade level. The Preschool staff served as the intermediary between school officials and parents to determine each child's future direction. An individualized prescriptive program was worked out with the parents resulting in a more positive attitude toward the child's problem as well as toward school personnel.

Objectives and Evaluation Plan:

1. *To screen all Union County preschool children between the ages of three and six at differential diagnostic clinics and to prepare a developmental profile on each child.*

A developmental profile will be prepared for each child based on data obtained at the clinics.

2. *To provide individually designed intervention systems to fulfill the needs of children who have been identified as having developmental handicaps*

The Developmental Sequence Checklist will be used as a guide in planning the individual child's curriculum and also as a means of ongoing evaluation of the child's progress. Each new behavior acquired by the child will be dated. The Readiness Skills Checklist will also be used as a means of evaluating the child's progress and the task sheets will be used for ongoing evaluation of overall progress. Parent data sheets will also provide ongoing evaluation of daily progress on specific tasks.

3. *To train parents of handicapped children in methods of assisting their child toward optimal development.*

The parent data sheet will be provided as an ongoing evaluation of the data progress made by parents with their children.

4. *To assess parent behavior and attitude toward their handicapped child.*

Parent evaluation of services received will be provided by a letter sent to the parent asking them to respond to the value of the services provided.

5. *To develop coordination strategies and provide liaison with other educational and health welfare and related groups.*

The number of referrals made by allied agencies, the number of referrals made to allied agencies and the number of children evaluated and placement of each of the children.

b. *To disseminate the results of the project upon request.*

The number of requests for materials and a list of the individuals that receive these materials.

Methodology:

The project was administered and run by the following staff:

Project Director: The project director had a doctoral degree in administration of special education programs and was certified as a specialist in extreme learning problems, emotionally disturbed, speech and hearing; had done post-graduate work in the field of mental retardation and child development; and was a kindergarten teacher. The Project Director supervised the establishment and implementation of program policies; provided for and supervised evaluation procedures; directed the dissemination of program information; and served as a consultant in all areas of administration, coordination, statistical data collection and evaluation.

Project Coordinator: Project Coordinator had an M.S. degree in health education and a B.A. in elementary education; specialities were in the fields of motor development and curriculum construction; was an experienced teacher; and was the coordinator of the Union County Title I pilot program and 1972-73 Title VI program for handicapped preschoolers. The project coordinator was responsible for carrying out the objectives of the total program. Duties consisted of training and supervising the Home Trainers; planning the evaluation tools; conducting testing sessions; planning and preparing the individual prescriptive curriculum and materials; and served as liaison between the IED preschool program and the schools throughout the county by providing census data, testing results, and recommendations concerning incoming first graders.

The program also utilized a speech and language therapist, three home trainers, a practicum student from EOC, and 14 volunteers.

Home trainers were selected on the basis of their experiences in working with children; ability to relate well with others; ability to communicate easily – particularly with low-income families; and their enthusiasm in observant and innovative ways to work with children in a home setting. Strong consideration was given to personality; the home trainers were out-going, but non-threatening; low-keyed, but stimulating; realistic, but supportive and encouraging. They varied in educational background and age.

Home trainers assisted at screening sessions, scored tests, recorded results on individual profile sheets, and were responsible for sending results to parents. Each home trainer was assigned a caseload of children found to have developmental handicaps and visited the home once per week, delivered prescriptive materials, trained the parents in the use of materials, and assisted with and assessed the child's progress. Office responsibilities included the planning and preparation of the teaching packet materials, and the preparation of reports.

The main purpose of the program was to identify the three, four and five-year-old learning disabled children in the county and provide early intervention services which would help these children overcome their disabilities. The responsibility for instruction was upon the parents as they were provided with teaching techniques and materials which would enable them to not only teach their own child, but better understand and accept their child's learning difficulties.

A survey was conducted through the public schools to determine the three, four and five-year-old population. After names, addresses and ages were determined, invitations were sent to the children, accompanied by a letter of explanation to the parents, asking the children to attend a "Snoopy Party" screening session. Parties were held in church buildings, schools and private kindergarten classrooms.

The "party" setting provided a pleasant atmosphere for the testing which involved a screening booklet assessing sensory-motor, visual discrimination, auditory discrimination and cognitive developmental areas; a screening for motor skill performance; and a speech/language check. The number of children attending parties was ideally kept to 15, but did number as many as 35 in a controlled kindergarten setting.

After testing was completed, the screening booklets were scored and the results converted to an individual developmental profile sheet which was sent by mail to parents of children not in a kindergarten. Two profile copies of each kindergarten enrollee was made. One copy was given to the kindergarten teacher to assist her in planning an individualized program based upon diagnostic needs. The other copy of the child's profile was given to the parent at a special meeting held in each kindergarten. Many of the kindergarten teachers in Union County are non-professionals who felt the need for more specialized interpretation of profile data.

The profile sheets graphically showed strengths and weaknesses and became the basis for the selection of children for the home instruction phase of the program. This year profiles were sent to the first grade teachers of preschoolers screened the previous year. First grade teachers found the profiles useful for diagnostic planning and requested screenings be conducted at each elementary school to test children new to the county or who had missed screenings for other reasons. Ninety-five six year olds were screened in September and individual profiles made and sent to all first grade teachers. School officials requested that this service be made available each year.

Another feature unique to this year's Title VI program was the compilation of data to support requests for two children who evidenced high levels of readiness and social maturity who were not the chronological age of six years for first grade entry. Profile data was supplied to parents as evidence for the school board decision to admit these children on a trial basis for early first grade entry.

Criteria for selection of participants in the home training project was made according to age, severity of problem and parental willingness to participate in prescriptive services. Preference was given to those children who would be starting first grade the coming year and were not functioning at their chronological age expectations in developmental areas. Preference was given if a child performed poorly in at least four or more subtest areas. Children having articulation errors in their speech and language were selected for the speech phase of the home instruction program. It was required that parents accept the objectives of the project and indicate willingness to undertake its responsibilities.

The diagnostic tools used to identify children having developmental handicaps were adapted by the project staff. Of prime concern was finding an instrument which could be given in a group situation, was of a high interest level, was easy to administer and would yield a fairly accurate picture of the children's functioning level in the sensory-motor, visual discrimination, auditory discrimination and cognitive developmental areas. A speech and language check was needed as well as a survey of gross motor skills. Having used the Screening Test for Academic Readiness (STAR) in the 1972 Title I pilot program, the staff felt several modifications and additional test items were needed. As a result of this need, a screening booklet was constructed and used for the 1972-73 Title VI Program.

Further minor revisions were made in the booklet for the 1973-74 program to the satisfaction of the preschool staff. The final version of the evaluation tool consists of twelve subtest areas and a total raw score of 88 possible points. The subtest areas are:

Cognitive Developmental Area – Vocabulary, Color Discrimination, Letter Recognition, Draw-A-Man, Relationships and Numbers

Sensory-Motor Developmental Area – Copying Shapes and Visual-Motor Coordination

Visual Discrimination Developmental Area – Picture Completion, External Likenesses, Internal Likenesses

Auditory Discrimination Developmental Area – Beginning, Medial and Ending Sounds

A motor screening was administered in balancing forward, backward and sideward on a board, hopping, ball bounce, ball catch, body image, mirroring movements and cutting activities.

The speech and language check was conducted through the use of pictures to be identified, color card identification and conversation stimulated by the therapist. The screening could be concluded in 45 minutes with a five minute break.

Once the child was diagnosed low in a subtest area, the Developmental Sequence Checklist was used by the home trainer to pinpoint precisely which skills were lacking. A Readiness Skills Inventory was kept by the project coordinator to identify individual strengths and weaknesses which served as the basis for individualized prescriptive learning materials. A Readiness Skills Checklist was used by the home trainer and the parents to assess progress as well as provide information to the parent concerning the child's readiness for first grade. Anecdotal records and recommendations from the home trainer and parents were heavily utilized to provide individually designed intervention services for the home instruction participants.

Parents were asked to use a data sheet which provided ongoing evaluation of daily progress of their children.

Parents participating in the speech and language phase of the preschool program were consulted regarding the length of time they would be able to spend with their children. Appropriate activities and techniques were drawn up to fill the needs of these children and as determined by the majority, an individualized program was initiated rather than working in groups. The importance of the role of the parent in the child's communication development was emphasized. Most of the parents had not realized until they worked with their children just how much influence they had upon the child's speech and language development. The speech therapist recorded improvement in all children, and in the case of one child who was severely handicapped, a special program was developed and continued through the summer.

Parents of children who met one or more of the selection criteria were contacted, results explained, and their willingness to participate in the program was secured.

The home trainers were assigned a geographical location and worked with project participants within that area. On the intital visit to the home, background developmental history was compiled for each child. The results of the screening were explained and developmental strengths and weaknesses were discussed. Weekly appointments of one hour for home trainer visits were set up on this first home contact. The second week, the home trainer established baseline data on the children in each low subtest area and cooperatively worked out objectives with the parents. A Readiness Skills Inventory was kept by the project coordinator on each child which also served as a basis for the planning and preparation of individual prescriptive learning activities. Weekly learning packets were developed from the Readiness Skills Inventory and from additional recommendations made by the home trainer as to what materials would best work with that individual. At the conclusion of the twelve week home instruction program the children were pretested in small groups using the same screening instrument that was used in the pretest.

Parents of the children involved in the twelve week speech home instruction phase of the program met with the speech therapist four times. They received speech and language stimulation materials as well as shared in the evaluation process by completing speech and language checklists on each visit.

Special features of the project were:

1. A census list of incoming first graders was made for all schools in Union County.
2. Recommendations were made for children who should go into the Headstart program.
3. Counseling services were provided to parents regarding school readiness entry. Referrals and follow-up services were made to the Mental Health Services, Grand Ronde Child Center, Children's Services Division and the IED Special Education Department.
4. A list was compiled for the La Grande Summer School Readiness Program of children needing additional readiness activities prior to school entry.
5. A list of three and four year olds was compiled for the Union County Public Health Nurse to conduct hearing and vision clinics.
6. "Make-Up" screenings were scheduled and conducted for four and five year olds who did not attend the original screenings.
7. Curriculum materials were provided to kindergarten teachers.
8. Developmental profiles were provided on each five year old screened to principals and first grade teachers of Union County
9. Teaching materials were provided to parents who were interested in working with their child who was not eligible for the home instruction program.
10. The preschool program served as a "clearing house" for numerous inquiries and special requests for information regarding all aspects of early childhood; i.e., what kinds of equipment necessary for child care centers; certification necessary for kindergarten teachers; how to select the proper kindergarten for a child; etc.
11. A nine week (three mornings per week) kindergarten was conducted by the project coordinator to fill a special request by the parents and superintendent of North Powder, an isolated area fifty miles from LaGrande. The program was highly successful and did a great deal to enhance positive attitudes toward early childhood education.

Results:

1. *To screen all Union County preschool children between the ages of three and six at differential diagnostic clinics and to prepare a developmental profile on each child.*

There were 487 three, four, five and six year old *children who were screened, tests scored, individual profiles drawn and sent to parents and teacher. The results of three, four, five and six year old screening is as follows: Total profiles prepared equalled 677.

***Six Year Old Data:**

School District:	Cove	Elgin	North Powder	Union	Imbler	LaGrande	Union Co. Total
Total Pretested:	2	22	0	8	10	53	95
Total Posttested:	0	1	0	1	2	4	8
Profiles Prepared:	2	23	0	9	12	57	103
No. of Project Participants:	0	2	0	1	2	4	9

Total Union County Six Year Olds Screened: 95

*Six year olds who were withdrawn from first grade or who did not begin first grade upon recommendation of preschool staff.

Five Year Old Data:

School District:	Cove	Elgin	North Powder	Union	Imbler	LaGrande	Union Co. Total
Total Pretested:	9	41	[illegible]	33	14	141	241
Total Posttested:	9	30	2	19	12	98	171
Profiles Prepared:	18	71	7	52	26	239	412
No. of Project Participants:	4	4	0	9	1	12	30

Total Union County Five Year Olds Screened: 241

Four Year Old Data:

School District:	Cove	Elgin	North Powder	Union	Imbler	LaGrande	Union Co. Total
Total Pretested:	10	6	5	13	15	95	146
Total Posttested:	7	1	2	2	1	0	10
Profiles Prepared:	17	7	7	15	16	95	157
No. of Project Participants:	0	1	0	1	0	1	3

Total Union County Four Year Olds Screened: 146

***Three Year Old Data:**

Total Union County three year old census: 114
Total Union County three year old screened: 5
Total profiles prepared: 5

*Clinics for three year old children were not held. Children were screened individually by appointment. This was done because of priority given to six year olds, a service unique to this year's program.

2. *To provide individually designed intervention services to fulfill the needs of the children who have been identified as having developmental handicaps.*

Using age, severity of developmental handicaps and parental willingness for involvement, 65 children were diagnosed as eligible for the Parent/Child Preschool Program.

To assess the effectiveness of intervention services, individual pre and posttest raw scores were computed to show a gain or loss in total score. (See Table I) Due to the obvious increase in scores between pre and posttest, it is assumed that the improvement of scores was largely due to home instruction intervention. The standard deviation for pretest was 14.0; standard deviation for posttest was 10.8. This indicated that the home instruction children were grouped more closely together as a result of prescriptive intervention services. The mean for the pretest was 46.3 Mean score for posttest was 69.7 showing a mean difference of 23.4.

Table 1

Home Instruction Participants
Preschool
Screening Test for Education Progress
(88 Highest Possible Score)

Student	Pre	Post	Difference
1	52	78	26
2	2	20	18
3	56	70	14
4	56	76	20
5	45	63	18
6	46	—	—
7	54	74	20
8	35	58	23
9	53	74	21
10	58	72	14
11	46	72	26
12	37	68	31
13	54	79	25
14	57	62	5
15	61	73	12
16	58	78	20
17	44	70	34
18	52	70	18
19	26	73	47
20	49	79	30
21	39	79	40
22	56	75	19
23	54	71	17
24	47	58	11
25	37	69	32
26	42	64	22
27	15	46	31
28	46	64	18
29	42	67	25
30	36	75	39
31	44	73	29
32	62	76	14
33	19	—	—
34	46	70	24
35	35	56	21
36	46	83	37
37	74	78	4
38	69	81	12
39	36	62	26
40	45	70	25
41	67	78	11
42	28	—	—

I. Mean for Pre-test = 46.3

$$\text{Mean} = AM + \left(\frac{Efd}{N} \times i\right) = 47.5 + \left(\frac{-10}{12} .5\right) = 47.5 - 1.2$$

Mean for Post-test = 69.7

$$\text{Mean} = AM + \left(\frac{Efd}{N} \times i\right) = 72.5 + \left(\frac{-22}{39} \times 5\right) = 72.5 - 2.8$$

Mean difference: 69.7 - 46.3 - +23.4

II. S.D. for Pre-test:

$$S.D. = i\sqrt{\frac{Efd^2}{N} - \left(\frac{Efd}{N}\right)^2} = 5\sqrt{\frac{322}{42} - \left(\frac{-10}{42}\right)^2}$$

S.D. = 14.0

S.D. for Post-test:

$$S.D. = 5\sqrt{\frac{194}{39} - \left(\frac{-22}{39}\right)^2} = 10.80$$

3. To train parents of handicapped children methods of assisting their children toward optimal development.

All sixty-five children under training had parent data sheets completed. Figures 1 to 3 are examples of the parent data sheets. Only a few of the parents kept accurate data even though all were required to.

Of the 38 parents responding to the question, "How do you feel about keeping the data sheets," only 10 felt the data sheets were good tools to check daily progress. Home trainers continually met resistance by the parents to the use of data sheets. A breakdown of the remaining responses are as follows:

1. Did not "like" to use data sheets.	2
2. "Forgot" to use data sheets.	4
3. Would not use data sheets. "Not necessary."	4
4. Data sheets "Too complicated."	4
5. Could not "be objective" with data.	3
6. "Not capable" of record keeping.	3
7. No comment or answer regarding questions.	7

Although repeated demonstrations were given to the parents, the home trainers were continually asked to explain the process for keeping data. The home trainers feel the data sheets are too complicated and ineffective for the majority of the parents and recommend a better tool be developed. Most of the parents felt that writing objectives and working toward the objective was satisfactory without daily data collection. One parent stated: "I cannot relate to the data sheet, maybe if you could use a good, very good, bad, poor curve-type of sheet." Parents felt a behavioral checklist rather than recorded numerical assessments would be easier and of more value to them.

"Do – Together" Instruction Sheet

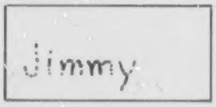
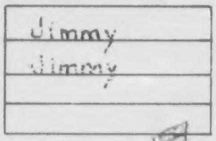
Specific Behavioral Objective	Teaching Strategies	Materials
1. Know letters in name.	Have child look at name and name each letter.	
2. Tracing	With finger over child's name. Over dotted name with crayon or pencil.	Design on paper.  Jimmy
3. Print name using correct letter forms.	With pencil checking to see that first letter is capital, rest of name is lower case.	 Jimmy Jimmy
4. Visual symbol matching	Match eight alphabet letters one at a time with flash card. Lower case first, then associate capital letter to its match.	Black letters on yellow cards: Group I o O x X s S c C Group II i I p P t T m M

Figure 1

Child's name: **J.J.**

Objs.	Date and Performance Rating																				Comments	Date
	March																					
	1	2	3																			
1.	1	2	2																			
2.	4	4																				
3.	1	1	2																			
4.	3	3	3																			
Total Points																						

Figure 2

4. *To assess parent behavior and attitude toward their handicapped child.*

At the conclusion of home instruction, parents were given an evaluation form to assess the effectiveness of: (1) the preschool screenings; (2) the home trainer; (3) the learning materials. They were asked to comment on: (1) what they learned from the experience that was useful; (2) what was the most interesting part of the experience; (3) what they thought about writing their child's learning objectives and how did they feel about keeping data sheet; and (4) how they would improve the program.

Parent Evaluation Form Responses:

1. Effectiveness of the Preschool Screening

Screenings accurate	82%
Screenings not accurate	18%
Screenings valuable in showing child's strengths & weaknesses	100%
Screening should be continued	95%
Screening should be changed	5%

2. Effectiveness of the Home Instructor

Instructor well organized	100%
Instructor knew lesson & had good lesson plans	100%
Instructor showed parents how to use materials	100%
Instructor able to keep child's interest	100%
Instructor had good relationship with child	100%
Instructor helped work out child's goals	100%

3. Effectiveness of the Learning Material

Learning materials well organized	100%
Learning materials useful to child	100%
Learning materials varied & stimulating to child	100%
Learning materials appropriate in meeting the goals for child	100%
Learning materials presented at a rate that child could keep up with	87%
Fewer materials preferred	13%

Evaluation – Reinforcement Schedule

Evaluation

The teacher-parent should rate the child's performance of each assigned objective as follows:

Points – 4 = Excellent work. Paid full attention; made no errors.
3 = Good work. Good attention with little difficulty with task; made some errors.
2 = Fair work. Completed task with difficulty and made many errors.
1 = Poor work. Attempted task with great difficulty and made practically all errors.
0 = Rejected work. Would not attempt task or rejected it immediately after starting.

Reinforcement

Always give praise for task completed and accomplished plus:

1 point =
10 points =
25 points =
50 points =
100 points =

Comments: Date:

Figure 3

4. What did you learn from this experience that was useful? The majority of respondents felt they had learned useful techniques and more understanding in working with their child. The following are some of the documented comments to this question.
   A. "Have to have patience with child – all children have different rates of learning – liked group lettering."
   B. "With the materials provided, it was easy helping my child learn new work, and I found I was more patient."
   C. "Many ways to channel her energy, which makes her enjoyable and fascinating."

5. What was the most interesting part of the experience? The majority of respondents found most parts of the program interesting and stimulating. The following are some of the documented comments on specific areas of interest.
   A. "The programs were very interesting for the kids and were made fun. The work for the kids was very well planned."
   B. "Enjoying my son's progress."
   C. "Watching how devoted the teacher was in helping get my daughter ready for school."

Table 2

Preschool Referral List

Agency	No. of Referrals Made BY Allied Agencies	No. of Referrals Made TO Allied Agencies	No. of Children Evaluated	Type of Placement
Union County Schools	95		95	Children screened for 1st grade placement
Welfare Department	4	1	5	2 Home Instruction; 1 Mental Health; 1 Screened
Mental Health Child Specialists		4	4	Therapy
Mental Health Parent Trainer		3	3	Children/Parent Training Program
Public Health Department	2		2	Investigation Conducted
Grand Ronde Child Center		2	2	Treatment center residency
Medical Specialists		6	6	Medical Corrections Undertaken
IED Speech and Hearing Specialists	1	9	10	Speech and Hearing tests conducted, and remediation undertaken
IED Learning Disabilities Specialists	10	3	13	Kindergarten placement for 1st graders withheld. Further diagnostic testing done by LDS staff
La Grande District #1 Title I Summer School		56	56	Children recommended for readiness summer school
EMR		1	1	Place in EMR class
TMR	1		1	Screened and recommended on trial basis for Headstart
Headstart		7	7	7 recommended for Headstart (1 request denied)
Local Kindergarten Programs	3	12	15	Children attended kindergarten
Perceptual-Motor Clinic		15	15	6 Children participated in clinic
Counselor re: epilepsy		1	1	Parent counseling
TOTAL:	116	120	236	

Total Number of Children referred by Preschool Program to other agencies and to Preschool Program by other agencies: 191

6. What did you think about writing your child's learning objectives? How do you feel about keeping the data sheet? While most of the respondents liked writing the objectives and found them useful in working with their child, most of them objected to the data sheet in its present form and did not record daily data. The data sheet will be revised for the next year. The following are some of the documented comments on writing objectives and keeping the data sheet.

   A. Didn't like it – forgot to keep it up.

   B. Due to illness, I didn't do it.

   C. I don't think the data sheet or writing learning objectives were necessary.

7. How would you improve this program? Most of the respondents liked the program as it is and had no further comments on how to improve it. Some parents would have liked the program to be longer and include more children. Following are some of the documented comments to this question.

   A. I wish more children could take part in this program and for a longer period of time.

   B. I think the program is just great and can't think of any improvements that are needed.

   C. This program is great! Could be longer.

5. To develop coordination strategies and provide liaison with other education, health, welfare and related groups.

A preschool program referral list was kept which documented the child's name, agency referred by, agency referred to, dates of referrals and final disposition of referral. A total of 191 preschool children were referred to or by allied agencies (See Table 2) Often a single child would be the subject of multiple referrals to and by several agencies. Children referred were, in all cases, evaluated by the IED preschool staff and placement from agency to agency, if necessary, was coordinated through the program.

6. To disseminate the project upon request.

There were 34 requests made for materials. The materials requested included screening materials and information, curriculum ideas, profiles, preschool records, resources, preschool tallies, recommendations and readiness skills information.

Third Party Evaluator's Comments:

Again, this year's Title VI project in Union County has been exemplary in providing a means for identifying preschools with potential educational difficulties.

The project staff were this year able to supply the districts' first grade teachers with information regarding their incoming first graders. An apparently valuable and well appreciated service was provided as demonstrated by the request to provide the same service in years to come.

Another interesting aspect of this project is in providing developmental profiles to parents and kindergarten teachers. This provides good feedback to parents and especially to kindergarten teachers who can then plan individualized programs for weak areas.

The project directors also deserve to be commended for being conscious of criticism from project staff, parents, and other school officials. This "openness" has allowed the project to continually improve and refine their diagnostic assessment tool and other aspects of the program. Interested persons would do well in contacting the Union County IED and exploring the availability of materials and ideas.

One difficulty this year was in finding that the parent data collection system was not adequate. The staff, by the end of the year, had identified this weak point and were looking toward a behavioral checklist for parents. The third party evaluator would lend support to this system which will give the home trainer more specific information in regards to each child's abilities than would be received through the present system and also be more easily utilized by parents.

Title of Project: *Reading Need of Emotionally Disturbed Girls*

Location of Project: *Christie School, Marylhurst*

Type and Number of Children Served: *30 emotionally handicapped 10 to 15 years old*

Funding Allocated: *$14,167*

Project Beginning Date: *July 1, 1973*

Project Ending Date: *June 30, 1974*

Background and Rationale:

The relationship between 'reading failure', inadequate self-image and behavior management appears significant in the children referred to Christie School. Ninety-six percent of the children at Christie School have been diagnosed by school administrators as major behavior problems in the public school and have been referred to Christie School for continual guidance. Ninety per cent of these students are classified as under achievers in reading. They test one, two or three years below grade level. All rate low in self-concept.

Christie school had no systematic reading program which could remediate these deficits in students. Consequently, Title VI monies were requested to initiate a reading program in the school.

Objectives and Evaluation Plan:

1. *To establish a reading instruction program for 30 to 35 children in the regular classroom.*

A narrative description of activities and materials used, schedules for the reading program and the number of children served and for what duration.

2. *Provide reading instruction for children who attend school in Christie School campus.*

Provide interim test results included in the Plus-4 reading program. Additionally, provide a comprehensive list of skills taught in the Plus-4 program, and how many children achieved these particular skills.

3. *To provide diagnostic service in reading and prescriptive programs for selected children who attend public school classes and who reside at Christie School.*

The number of children diagnosed, the results of the diagnosis, the number of prescriptions developed and the nature of these prescriptions.

Methodology:

Four classroom teachers provided reading instruction in their respective classrooms. Each devoted .25% of their time to reading instruction bringing the total teaching staff purchased under Title VI to 1.0 FTE. Two of these teachers had taken graduate classes in reading instruction, one of these in a program involving the study of reading problems related to emotionally disturbed children. One paraprofessional position was provided for in the grant, and this position was split evenly between two instructional assistants to constitute a 1.0 FTE.

The program as outlined in the original Title VI application was the product of two educators at Christie School who left the employ of agency prior to the beginning of the school year. Consequently, the new staff members at Christie sought the approval of the appropriate authorities to make several changes in the original proposal and the evaluation must be viewed in that light.

Initially, the program started with diagnostic reading tests of the students. These tests were varied a bit from student to student, but generally they included the Gates-MacGinitie, Botel Word Opposite, and Speech tests. It quickly became evident that with one or two exceptions all the students were experiencing profound reading problems. As a result of these findings, the staff turned exclusively to the Plus-4 reading program as a mode of instruction, since they believed it offered the most comprehensive and systematic approach to the students' reading problems while, at the same time, providing the opportunity for continuous measurement.

Consequently, each child in residence was subjected to an intensive Plus-4 reading program. Each teacher required a daily Plus-4 exercise for each child. The time each student spent on daily reading instruction varied somewhat, but averaged close to one-half hour per school day per student.

Results:

1. *To establish a reading instruction program for 30 to 35 children in the regular classroom.*

For a variety of reasons, the Christie School teaching staff decided to work exclusively with the Plus-4 reading program.

It should be noted that the project was unable to serve the number of children projected in the original application. This, however, was not the fault of the reading program at Christie School. Rather, because of a changing referral pattern from the Children's Services Division, Christie School experienced a significant reduction in its residential population for most of the school year. Consequently, only 21 children were exposed to the Plus-4 program in Christie School classrooms. Another four children were diagnosed as reading at or above grade level, and were exempted from participation in the program. Nine children who attended public schools for at least part of the year were tested for reading disability and received service in the public school program.

2. *Provide reading instruction for children who attend school on Christie School campus.*

The interim tests are spaced throughout the program at intervals that will allow an instructor to evaluate students on a basic body of skills. Once students have demonstrated on the interim test that they have mastered this body of skills, they can progress to the next section where previously learned skills now become pre-requisite competencies for success at the new level.

A) First Interim Test and Skills Required for Competency

The first interim test comes after a student has been exposed to systematic study of consonant recognition and vowel usage. Heavy emphasis is placed on proper recognition of the short a, short i, short u, short e, and short o sounds. Additionally, student will, after completing the first interim test, "have the following achievement floor:"

1. A sight word vocabulary of 50 words,
2. Decoding mastery of regular short vowel syllables or words,
3. Decoding ease with the endings: s (es), ed, ing, er, y, ly.

B) Second Interim Test and Skills Required for Competency

The second interim test reviews and measures again those skills emphasized by the first test. In addition, it measures the success of instruction that has been provided in the recognition of two letter consonants and long vowels. Students will also demonstrate that they "have the following achievement floor:"

1. A sight word mastery of 80 words,
2. Decoding mastery of regular short vowel syllables and words,
3. Decoding competence with these long vowel spellings . . . the double vowel patterns: ee, ai, ay, ea, ui, ie, ou, ue; the open vowels: y, o, e; vowel-consonant-e,
4. Decoding competence with the two letter consonants: qu, sh, ch, th, wh, ng, nk,
5. Decoding ease with the endings: s, ed, ing, y, ly.

C) Third Interim Test and Skills Required for Competency

The third test again reviews pre-requisite skills, and then tests for competencies in the usage of two letter vowels, vowels that come before the letter r, and silent consonants. Students are also required to demonstrate that they "have the following achievement floor:"

1. A sight word vocabulary of 110 words,
2. Decoding competence with regular short vowel words, with two letter consonants, and with long vowel words spelled with double vowels, vowel pairs, vowel-consonant-e, also with open vowel patterns, and igh, ight,
3. Decoding ease with the endings s (es), ed, (d), y, ly, ing, er,
4. Decoding competence with double vowel diagraphs and sounds: ou-ow, oo (long and short sounds), au-aw-al, oi-oy,
5. Decoding competence with vowels before r: ar, are, ur, ure, ir, er, or, ore,
6. Decoding competence with words with silent consonants.

The Plus-4 program does include a fourth and final interim test. However, the school year ended before any Christie students progressed to that point. Those students still in residence when school resumes in the fall will, nevertheless, complete the Plus-4 program in its entirety.

3. *To provide diagnostic service in reading and prescriptive programs for selected children who attend public school classes and who reside at Christie School.*

Nine out-to-school students were tested per the provisions of the reading grant. Four of these students demonstrated reading ability acceptable for their grade level. Five students had reading disabilities sufficient to require prescription.

Table 1 indicates student percentiles on the Gates-MacGinitie Reading Test (Form E grades 7,8,9). Scores below the 60% were treated as requiring some kind of prescription. Information was delivered to the school each student was attending for use in appropriate reading programs.

Summary of Information provided to the Public School Classroom Teacher:

Students 1,5,6, and 8 . . . none, students reading at or above grade level, and demonstrating reading competency.

Student 2 . . . All scores indicate weakness in word recognition, analysis of meaning, and general word attack skills. Comprehension score indicates a significant impairment in reading understanding.

If program is available, student should be involved in Plus-4 Code Book exercises entitled "Reading Sentences", and then progressively involved in the Everyreader program with a significant emphasis on evaluation as it relates to comprehension. Student enjoys reading, and should be encouraged through easy, high-interest reading selections.

Student 3 . . . Student manifests profound difficulty with all phases of the reading experience. Evaluator felt that true reading ability is even lower than indicated by test

Table 1

Summary of Student Scores on the Gates-MacGinitie Reading Test

Student	Public School Grade	Gates-MacGinitie Test (by percentile)		
		speed & accuracy	vocab.	comprehension
1	9	73%	79%	79%
2	8	27%	27%	24%
3	8	21%	16%	16%
4	8	21%	34%	27%
5	7	82%	84%	90%
6	9	73%	86%	68%
7	7	54%	58%	84%
8	7	76%	76%	76%
9	8	2%	8%	11%

results due to evaluator's inability to strictly control student's contact with other children during testing session.

Student would profit by placement in a comprehensive reading program starting with the most elementary skills. Plus-4 has been successful at Christie, and might be tried with this child; however, this program might be too advanced and the Distar method might be more appropriate. Again, scores reported for this student are probably inflated, and from empirical teacher observation this student needs extensive work with basic skills.

Also, it is suggested that the student work extensively with auditory discrimination exercises, and exercises to reduce the frequency letter reversal.

Student 4 . . . Student exhibits profound emotional disturbance, and has tremendous difficulty in following through on any task. Her reading performance is reflective of an overall pattern of learning and social disability.

Student should (if possible) receive individual reading instruction in order to minimize distractability and acting out behavior. If social behavior moderates, second diagnostic test should be administered in order to obtain more reliable data. In the meantime, reading programs that teach basic skills and involve apparatus for student manipulation should be tried. Student will not remain on task for standard reading instruction program so the use of high-interest visual exercises and participatory language exercises should be a large part of any reading program for this child.

Student 7 . . . Student is very intelligent, but comes from a history of extreme deprivation and only recently received badly needed corrective lenses. Student still, however, has many residual difficulties in reading because of her chronic vision problem. Student has problems remembering letters visually, and often substitutes words. Additionally, student drops endings on words and occasionally transposes letters.

Student is due for a vision re-check in April, and vision should improve even further. Meanwhile, extensive work should be provided in tracing letters and in visual discrimination. Student enjoys reading experience, and should be encouraged to pursue Scholastic Young Reader series and Plus-4 Everyreader program.

Student 9 . . . Student can read at only a minimal level. She often confuses simple vowel sounds, and lacks basic phonetic skills. At times, student seems to even lack gross discrimination in word forms.

If district has a program for non-readers, student should be enrolled for instruction in the most fundamental skills. Student wants to learn to read better, and admits disability to adults.

Third Party Evaluator's Comments:

Each of the objectives specified in this project were met to some degree. However, the data in objective two are incomplete as they do not reflect those new behaviors which each student learned for those students who did not reach all behaviors in the various levels measured by the interim test. These data were available, but were not submitted in the final report as per the agreement with the third party evaluator.

In addition, the data in objective three related to providing prescriptive programs to the public schools are incomplete. The information provided is more related to the placement of the child and is often too general to be of much use to the classroom teacher. It is felt by the third party evaluators that if Christie School is to successfully transfer children back to a regular classroom setting that considerably more specificity of information must be provided to the classroom teacher regarding the academic performance of children.

On a more positive note, systematic programmed reading instruction was initiated and most of the children demonstrated adequate change in reading behavior.

Title of Project: *Area Speech Therapist – Lake County*

Location of Project: *Lake County, Oregon*

Type and Number of Children Served: *84 Speech and Language Impaired*

Funding Allocated: *$9,722*

Project Beginning Date: *August 1973*

Project Ending Date: *June 1974*

Background and Rationale:

It was determined by the special education staff that approximately 80 children existed in various public schools in the county who had speech and/or hearing impairments. Prior to the inception of the Title VI project these children were served by a speech therapist from the Jackson County Intermediate Education District who came to the Lake County schools two Saturdays per month to serve this population. It was obvious with the large number of speech and hearing problems available that this arrangement was not sufficient to serve the needs of these children. Consequently, the current Title VI program was initiated. The purpose of this was to serve all of these children on a frequent basis using a certified speech correctionist in Lake County.

Objectives and Evaluation Plan:

1. *To provide ongoing professional assistance for speech impaired children.*

Behavioral checklist will be used to measure articulation behaviors. In addition, a pre-posttest, the Photo Articulation Test and the McDonald Deep Test will be used. Baseline data and intervention data will be gathered in the child's acquisition of each of the desired behaviors.

2. *To provide an ongoing testing, screening and diagnostic program for speech impaired children.*

Lists of children screened and the results of the testing and the recommendations made for each child will be reported.

3. *To recruit and train volunteers to assist the clinician in serving speech impaired children.*

A list of the volunteers and the frequency of the services they provide will be reported. Data from weekly observations on the volunteer performance will be taken on the Teaching Research Observation Form. Volunteers will perform at an 80 per cent correct response rate.

4. *To provide hearing screening for children in Lake County.*

The number of children screened, the number of referrals made and the disposition of these referrals will be reported.

5. *Provide teacher inservice in the area of speech and language so the teachers may provide better referrals for the speech clinician.*

A therapist-made pre-posttest will be provided. The number of referrals made by the classroom teacher and the number of appropriate referrals made by the classroom teacher will be reported.

6. *To provide inservice training for the parents of speech impaired children.*

The "Teach Your Child To Talk" parent training program will be utilized to train the parents. The Wasco County pre-posttest made specifically for this series will be used.

Methodology:

This project was conducted by the speech therapist in Lake County. The Superintendent of the IED and the curriculum coordinator acted as resource persons to the project. In addition, five adults and three students were utilized as volunteer paraprofessionals.

Since Lake County covers an area of 8,340 square miles, with a population of 6,740 and because the population is scattered and sparse, the speech pathologist worked on an itinerant basis, moving from school to school throughout the week.

The schedules were designed in such a way that the week days were evenly divided between Lakeview city schools and the outlying country schools.

One of the special considerations of this county-wide program is the distance between schools. A round trip to Adel is 72 miles, with 45 minutes to see one child and talk with the teachers, which involves one full morning. From Adel to Paisley is an hour and then from Paisley to Silver Lake is 50 miles. The time lost in driving necessitates an overnight stay in Christmas Valley. From Christmas Valley to Fort Rock is 27 miles. A morning is spent in Fort Rock, then in the afternoon Silver Lake is visited which is 25 miles away. From Silver Lake in the afternoon, the therapist returns to Lakeview – 100 miles.

Each school was visited for speech therapy as follows:

School	No. of days
Arthur D. Hay	37
Fremont	39
Bullard	35
Union	32
Plush	2
Adel	30
Fort Rock	30
Silver Lake	32

Eight-four children were serviced during the academic year. The following is a breakdown of the total caseload for the 1973-1974 year:

Stuttering	1
Articulation	57
Delayed speech and language	9
Voice	3
Neuromuscular	3
Hard of hearing	4
Auditory discrimination	1
Cleft Palate	2
Tongue thrust	4
Total	84

The major portion of these children were served directly by the speech clinician. Children were seen in small groups or individually. Some of the children in the county schools were served by para-professionals. Programmed materials were utilized when the para-professionals worked with children.

The aide program was initiated in early December. At the time of the December training session, four aides from the county schools were introduced to the SWRL Kit Articulation Program. One in Paisley, one in Adel, and three in Silver Lake were trained. In mid-December when the Adel School burned down, the aide program lapsed until new materials could be obtained. By the time that the materials arrived, the speech therapist had decided to have the child's mother work with her. At the same period of time the aide in Paisley moved. No one was available to replace her.

The remaining aides in Silver Lake were to begin with the children the first week in January. Only two aides were needed there because one of the cases moved out of the area.

In early April, an aide training session was held for six adults to work in Lakeview. Five of these were able to work with children.

On October 25, 1973, Lake County IED held an otology clinic. The services of Dr. Blinstrub, otolaryngologist were provided. He is both certified and recognized by Oregon Crippled Children's Department to provide medical diagnosis for ear, nose, and throat problems and has been utilized in the Klamath County area for their otology clinics and is therefore recognized by the Maternal and Child Health Section, State Department of Health.

There were 40 students and 3 adults examined. There were 3 students from the Junior High, 10 from Bullard, 9 from A.D. Hay, 10 from Fremont, 3 from Plush, 3 from Paisley, 1 from Union and 1 from Bly. A copy of the case reports that had their family physician included was sent to the specified doctor.

A letter stating the disposition of the child was given to the school to be included in the cumulative file and a copy of this was also sent to the child's parents.

Results:

1. *To provide ongoing assistance for speech impaired children.*

Table 1 shows the correction of various consonant sounds for specified children. These children were served directly by the speech therapist.

Table 2 is a task analysis for the training of various consonant sounds for six children. The dates along the sides indicate the date that certain behaviors were acquired by the children. These children were primarily served by para-professionals in the county schools.

2. *To provide an ongoing testing, screening and diagnostic program for speech impaired children.*

Table 1

Correction of Various Consonant Sounds

School	Student	Grade	Errors Sounds-Sept.	Error Sounds-June	Difference
Silver Lake					
	B.	7	/s/	None	Corrected
	S.	4	/s/, /sh/, /ch/	/s/, /sh/, /ch/	Moved
	R.	2	/r/	/r/	Can produce /r/ in all positions. Not in conversations.
	B.	2	Delayed speech	Delayed speech	Can produce /th/ in all positions and sentences
	L.	4	/r/	/r/	Moved
	C.	1	/r/	/r/	None
Union					
	D.	2	/sh/	/sh/	Corrected
	S.	1	/sh/, /ch/, /r/, /s/	/sh/, /ch/, /r/, /s/	Can produce all sounds. Not in conversation.
	F.	3	imitated baby-talk	imitated baby-talk	Released
	K.	2	imitated baby-talk	imitated baby-talk	Released
	W.	3	/s/	/s/	Can produce /s/ in all positions. Not in conversations
Adel					
	J.	3	/r/	None	Corrected
Fremont					
	A.	K	/s/	/s/	Can produce /s/ in all positions

Table 1

Correction of Various Consonant Sounds (cont.)

School	Student	Grade	Errors Sounds-Sept.	Error Sounds-June	Difference
Fremont, con't.					
	E.	K	Delayed language & speech	Delayed language & speech	Can produce /s/ & /r/ in initial position
	T.	1	/s/ & /r/	None	Corrected
	T.	2	Delayed speech	Delayed speech	Has corrected /f/, is now on /s/, /ah/, /sh/
	E.	K	/r/	/r/	Can produce /r/ in words
	A.	1	/s/	/s/	Corrected (continue with hearing aid)
	R.	1	Delayed speech & language	Delayed speech & language	Can produce /s/ in initial and final positions
	J.	3	Neuro-muscular delayed speech	Neuro-muscular delayed speech	Can produce /th/ in conversation is working on /l/. & /s/
	V.	2	Hearing	None	Corrected
	D.	1	/s/	/s/	Corrected
	D.	Sp.Ed.	Delayed speech & language	Delayed speech & language	Same
	M.	2	/s/	/s/	Can produce /s/ in initial position
	M.	K	/s/	/s/	Can produce /s/ in initial & final position
	M.	2	/l/	/l/	Corrected
	D.	1	/s/	None	Corrected
	K.	2	/r/	/r/	Can produce /r/ in initial position

Table 1

Correction of Various Consonant Sounds (cont.)

School	Student	Grade	Errors Sounds-Sept.	Errors Sounds-June	Difference
Fremont, con't.					
	K.	1	/r/	/r/	Same
	J.	1	/s/	none	Corrected
	M.	3	/s/	/s/	Can produce /s/ in all positions not in conversations
	R.	1	/s/, /r/, & /th/	Corrected /s/	Can produce /th/ in all positions
	D.	1	/th/	/th/	Corrected
	D.	K	/s/	/s/	Can produce /s/ in initial and final positions
	T.	K	Delayed speech & language	same	same
Fort Rock					
	L.	2	/s/	None	Corrected
	A.	4	Stutter	None	Corrected
	J.	2	/r/	/r/	Can produce /r/ in all position except blends
	R.	1	/th/	/th/	Corrected
	R.	4	Spastic dysphonia	None	Corrected
	B.	1	Hearing-/s/	Moved	
	B.	2	/v/	/v/	Can produce in all positions not in conversation
	V.	2	/s/	Moved	
	S.	1	/s/	/s/	Can produce [illegible] conversations not continually

Table 1

Correction of Various Consonant Sounds (cont.)

School	Student	Grade	Errors Sounds-Sept.	Error Sounds-June	Difference 1-2
Bullard					
	P.	2	/s/, /sh/, /ch/	none	Corrected
	L.	K	/s/	/s/	/s/ in initial position
	C.	1	/r/	/r/	Corrected
	M.	1	/s/	/s/	Not in conversation
	T.	1	/s/	/s/	In all positions cannot do sentences
	P.	3	Tongue Thrust	Tongue Thrust	Same
	D.	K	/s/	/s/	/s/ in initial & final positions
	G.	3	/th/	/th/	/th/ in all positions
	H.	3	/r/	/r/	/r/ in all positions except blends
	T.	K	/s/	/s/	/s/ in all positions-not in conversations
	G.	K	/s/	/s/	/s/ in all positions
	A.	K	/s/	/s/	/s/ in all positions
	D.	team	/th/, Voice	Voice	Under physicians' care
	M.	K	/s/	/s/	Moved
	C.	1	Voice (nasal emission) fricative (eg. /f/, /n/) plosives (eg. /p/, /k/)	Voice	
	M.	K	/s/	/s/	/s/ in initial & final positions
	K.	3	/th/ (Neuromuscular)	/th/ (neurosusular)	/th/ corrected needs language training
	D.	K	/r/	/r/	/r/ in all positions-not in conversation

Table 1
Correction of Various Consonant Sounds (cont.)

School	Student	Grade	Errors Sounds-Sept.	Errors Sounds-June	Difference
Bullard, con't.					
	T.	K	/s/	/s/	/s/ in initial & final position
	D.	2	/r/	None	Corrected
	D.	K	Cleft palate, voice delayed speech, language	Same	Same
	N.	K	/s/, /r/	/s/, /r/	/s/ corrected
	B.	K	/r/	/r/	Can produce /r/ in initial positions
Arthur D. Hay					
	J.	5	Voice	Voice	Corrected
	B.	5	/s/	None	Corrected
	T.	5	/s/	None	Corrected
	D.	5	/s/, /r/	/s/, /r/	Can produce both in all positions. Not in conversation
	D.	5	/s/	None	Corrected
	J.	6	/s/, /sh/, /ch/	/sh/, /ch/	Can produce both in all positions but not in conversation
	J.	5	/s/	None	Corrected
	F.	5	/s/, /r/	/r/	Has corrected /s/ but cannot produce /r/
	D.	5	/s/	/s/	Corrected
	K.	6	/s/	None	Corrected
	J.	5	Voice	Voice	Corrected

Table 2

Re:	R.	Aide:	S.
Grade:	1	Date:	June 1974
School:	Fremont		

R. is being seen by the speech therapist, 3 times a week. He/She is working on the following articulation, hearing or voice problem /th/ He/She has made this progress toward his/her goal:

Date Goal Reached		
Apr. 29	1.	Discrimination of incorrect sound vs. correct sound.
Apr. 30	2.	Produce sound in isolation.
May 2	3.	Produce sound in beginning position of words.
May 9	4.	Produce sound in final position of words.
May 14	5.	Produce sound in middle position of words.
May 20	6.	Produces sound in beginning position of words in phrases.
May 23	7.	Produces sound in final position of words in phrases.
May 31	8.	Produces sound in middle position of words in phrases.
______	9.	Produces sound in beginning position of words in sentences.
______	10.	Produces sound in final position of words in sentences.
______	11.	Produces sound in medial position of words in sentences.
______	12.	Produces sound in more than one position of words in sentences.
______	13.	Produces sound in all position of words in more than one word in sentences.
______	14.	Produces sound in any and all positions of words in telling stories.
______	15.	Produces sound in any and all positions of words in conversational speech.

Table 2

Re: C.
Aide: G.
Grade: 1
Date: June 1974
School: Silver Lake

C. is being seen by the speech therapist, 3 times a week. He/She is working on the following articulation, hearing or voice problem /r/. He/She has made this progress toward his/her goal:

Date Goal Reached		
Nov. 9	1.	Discrimination of incorrect sound vs. correct sound.
Nov. 9	2.	Produce sound in isolation.
Nov. 16	3.	Produce sound in beginning position of words.
	4.	Produce sound in final position of words.
	5.	Produce sound in middle position of words.
	6.	Produces sound in beginning position of words in phrases.
	7.	Produces sound in final position of words in phrases.
	8.	Produces sound in middle position of words in phrases.
	9.	Produces sound in beginning position of words in sentences.
	10.	Produces sound in final position of words in sentences.
	11.	Produces sound in medial position of words in sentences.
	12.	Produces sound in more than one position of words in sentences.
	13.	Produces sound in all positions of words in more than one word in sentences.
	14.	Produces sound in any and all positions of words in telling stories.
	15.	Produces sound in any and all positions of words in conversational speech.

Table 2

Re:	T.	Aide:	D.
Grade:	1	Date:	June 1974
School:	Bullard		

T. is being seen by the speech therapist, 2 times a week. He/She is working on the following articulation, hearing or voice problem /s/ . He/She has made this progress toward his/her goal.

Date Goal Reached		
Nov. 7	1.	Discrimination of incorrect sound vs. correct sound.
Nov. 7	2.	Produce sound in isolation.
Nov. 14	3.	Produces sound in beginning position of words.
May 2	4.	Produce sound in final position of words.
May 7	5.	Produce sound in middle position of words.
May 10	6.	Produces sound in beginning position of words in phrases.
May 14	7.	Produces sound in final position of words in phrases.
May 14	8.	Produces sound in middle position of words in phrases.
May 16	9.	Produces sound in beginning position of words in sentences.
May 16	10.	Produces sound in final position of words in sentences.
______	11.	Produces sound in medial position of words in sentences.
______	12.	Produces sound in more than one position of words in sentences.
______	13.	Produces sound in all positions of words in more than one word in sentences.
______	14.	Produces sound in any and all positions of words in telling stories.
______	15.	Produces sound in any and all positions of words in conversational speech.

Table 2

Re:	P.	Aide.	R.
Grade:	3	Date:	June 1974
School:	Bullard		

________P.________ is being seen by the speech therapist, ___3___ times a week. He/She is working on the following articulation, hearing or voice problem ___Tongue thrust, /s/___. He/She has made this progress toward his/her goal:

Date Goal Reached		
Prev. Year	1.	Discrimination of incorrect sound vs. correct sound.
Nov. 7	2.	Produce sound in isolation.
Nov. 14	3.	Produce sound in beginning position of words.
Dec. 19	4.	Produce sound in final position of words.
Feb. 20	5.	Produce sound in middle position of words.
Apr. 26	6.	Produces sound in beginning position of words in phrases.
Apr. 29	7.	Produces sound in final position of words in phrases.
May 1	8.	Produces sound in middle position of words in phrases.
May 20	9.	Produces sound in beginning position of words in sentences.
May 30	10.	Produces sound in final position of words in sentences.
______	11.	Produces sound in medial position of words in sentences.
______	12.	Produces sound in more than one position of words in sentences.
______	13.	Produces sound in all positions of words in more than one word in sentences.
______	14.	Produces sound in any and all positions of words in telling stories.
______	15.	Produces sound in any and all positions of words in conversational speech.

Table 2

Re:	M.	Aide:	C.
Grade:	2	Date:	June 1974
School:	Freemont		

_______M._______ is being seen by the speech therapist, ___3___ times a week. He/She is working on the following articulation, hearing or voice problem ___/s/___. He/She has made this progress toward his/her goal:

Date Goal Reached		
Apr. 16	1.	Discrimination of incorrect sound vs. correct sound.
May 8	2.	Produce sound in isolation.
May 9	3.	Produce sound in beginning position of words.
May 21	4.	Produce sound in final position of words.
May 22	5.	Produce sound in middle position of words.
May 23	6.	Produces sound in beginning position of words in phrases.
May 28	7.	Produces sound in final position of words in phrases.
______	8.	Produces sound in middle position of words in phrases.
______	9.	Produces sound in beginning position of words in sentences.
______	10.	Produces sound in final position of words in sentences.
______	11.	Produces sound in medial position of words in sentences.
______	12.	Produces sound in more than one position of words in sentences.
______	13.	Produces sound in all positions of words in more than one word in sentences.
______	14.	Produces sound in any and all positions of words in telling stories.
______	15.	Produces sound in any and all positions of words in conversational speech.

Table 2

Re:	B.	Aide:	G.
Grade:	2	Date:	June 1974
School:	Silver Lake		

______B.______ is being seen by the speech therapist, ______3______ times a week. He/She is working on the following articulation, hearing or voice problem /th/, voiced and unvoiced. He/She has made this progress toward his/her goal:

Date Goal Reached		
Prev. Year	1.	Discrimination of incorrect sound vs. correct sound.
Apr. 11	2.	Produce sound in isolation.
Apr. 17	3.	Produce sound in beginning position of words.
May 9	4.	Produce sound in final position of words.
May 16	5.	Produce sound in middle position of words.
______	6.	Produces sound in beginning position of words in phrases.
______	7.	Produces sound in final position of words in phrases.
______	8.	Produces sound in middle position of words in phrases.
May 23	9.	Produces sound in beginning position of words in sentences.
______	10.	Produces sound in final position of words in sentences.
______	11.	Produces sound in medial position of words in sentences.
______	12.	Produces sound in more than one position of words in sentences.
______	13.	Produces sound in all position of words in more than one word in sentences.
______	14.	Produces sound in any and all positions of words in telling stories.
______	15.	Produces sound in any and all positions of words in conversational speech.

Table 3 shows the number of children referred for speech or hearing problems, the number screened and tested and the number who were accepted for speech correction.

Table 3

No. of Children Referred	No. of Children Tested	No. of Children Accepted for therapy
41	62	54

3. To recruit and train volunteers to assist the clinician in serving speech impaired children.

Table 4 illustrates the frequency and dates on which volunteers provided service to children. No data was provided on the performance of the volunteer's work with children.

Table 4

Volunteer	Frequency of Service	Dates of Service Provided
G.	12	1/8, 3/27, 3/28, 4/3, 4/10, 4/11, 4/24, 4/25, 4/29, 5/2, 5/14, 5/16
G.	12	(same as dates above)
S.	1	12/11
D.	7	4/26, 4/29, 5/2, 5/7, 5/10, 5/14, 5/16
R.	10	4/16, 4/29, 5/1, 5/6, 5/9, 5/13, 5/15, 5/20, 5/22, 5/30
S.	8	4/29, 4/30, 5/2, 5/9, 5/14, 5/20, 5/23, 5/31
C.	7	5/8, 5/9, 5/21, 5/22, 5/23, 5/28, 5/29
M.	5	4/23, 4/25, 4/30, 5/2, 5/7

TOTAL 62

4. To provide hearing screening for children in Lake County.

Fifty-six children were referred to an otology clinic conducted in Lake County. Children were provided with audiological and medical examinations. Table 5 shows a summary of the disposition of all children seen.

Table 5

Otology Clinic Summary

Case	Referred	Where	Disposition
A.	X	Otology Clinic	further referral to Dr. Skalbeck for moderate gain ear level aid.
K.	X	”	
P.	X	”	
D.	X	”	left chronic adhesive serous Otitis Media - further referal to Dr. Bomengen and Dr. Blinstrub.
R.	X	”	referred to Dr. Bomengen to have T & A.
J.	X	”	high tone nerve loss - yearly audio at school recommended
C.	X	”	
R.	X	”	
D.	X	”	Chronic laryngitis or nodules
R.	X	”	
V.	X	”	High tone nerve loss - repeat audio yearly
L.	X	”	Bi chronic severe adhesive serous otitis media - absolutely retracted drums - referred.
S.	X	”	low tone loss, yearly audio
R.	X	”	
P.	X	”	
J.	X	”	Audio - 9 mos.
V.	X	”	Audio - 1 yr.
J.	X	”	

Table 5

Otology Clinic Summary (cont.)

Case	Referred	Where	Disposition
S.	X	"	Severely retracted drums – referred
C.	X	"	Severely retracted drums – referred
M.	X	"	Audio - 1 yr.
G.	X	"	Audio - 1 yr.
J.	X	"	Audio - 1 yr.
K.			Possible minimal nerve loss - yearly audio
D.	X	"	No T & A - marked veio-phanngeal gaps, speech therapy
T.	X	"	
D.	X	"	Probable chronic laryngitis
C.	X	"	Left serous otitus
S.	X	"	
D.	X	"	Audio - 1 yr.
J.	X	"	Marked nerve loss - right
L.	X	"	
M.	X	"	
D.	X	"	Audio - 1 yr.
C.	X	"	Serous otitus audio - 1 yr.
K.	X	"	
D.	X	"	Right - serous otitus - T & A & tube
K.	X	"	

Table 5

Otology Clinic Summary (cont.)

Case	Referred	Where	Disposition
G.	X	"	
K.	X	"	Serous Otitus referred
J.	X		
R.	X		
D.	X		
R.	X		
C.	X		
D.	X		
D.	X		
C.	X		recheck with family physician
K.	X		
N.	X		
S.	X		
R.	X		
M.	X		
C.	X		
D.	X		
A.	X		

5. *Provide teacher inservice in the area of speech and language so the teachers may provide better referrals for the speech clinician.*

Teacher inservice was provided in a one-to-one manner. Materials were given to the teachers, such as the state sound sheets, Go-Mo cards, and specialized reading materials. The teachers were instructed in their use. In addition, to the above, the McGraw-Hill film strips Talking Time were shown in the kindergarten, first and second grades of the county. After each film strip the children discussed the film and any previous ones seen. The teachers were encouraged to engage in the discussion and four out of six teachers changed their pronounciation of single sound from ES to the sound /S/ or EM to /M/, PI to /P/.

At the printing time not all of the teachers have returned their referrals for next year; however out of the 21 teachers who have returned them, 19 have made appropriate referrals. The referrals are children in the program already. None of the children corrected have been referred for therapy next year.

6. *To provide inservice training for the parents of speech impaired children.*

The therapist was unable to complete this objective. Radio announcements were made; the service was advertised in the paper, by word of mouth through the teachers, and letters were sent home to the parents. There was no response to these announcements.

Third Party Evaluator's Comments:

Those objectives in this project which were directly related to children such as screening and diagnosis of speech and hearing problems and direct therapy for children were certainly achieved. However, the objectives that dealt with training parents, classroom teachers and volunteers were met only partially or not at all.

It is the opinion of the third party evaluator that if the speech program in Lake County is to be totally successful, the therapist must train volunteers, parents and classroom teachers to carry on the training in her absence. While this is important for all speech programs, it becomes particularly relevant to Lake County because of the large geographic area, sparse population and the inordinate amount of travel time required for the therapist. Greater effort should be placed in this area during the coming year.

It should be noted that the Lake County IED has opted to fund this project for the third year of its operation through local and state monies. They are to be commended for this decision to assist speech and/or language delayed children.

Title of Project: *Jackson County IED Program for Visually Handicapped*

Location of Project: *Medford, Oregon*

Type and Number of Children Served: *12 legally blind or legally partially-sighted children aged 0-21 years.*

Funding Allocated: *$15,939*

Project Beginning Date: *August 27, 1973*

Project Ending Date: *June 14, 1974*

Background and Rationale:

In early 1973 approximately 12 preschool and school aged children who reside in Jackson, Josephine, and Klamath Counties were identified as visually handicapped. A teacher of the visually impaired was not available in Southern Oregon for children who are visually handicapped. Their only choices educationally were to attend the State School for the Blind or their local school which did not provide specialized assistance. Specific needs varied from student to student. The range included instruction in orientation and mobility, social behaviors, self-help skills, motor development, language and academic subjects. In addition, these students often required specialized equipment and materials such as Braille writers, tape recorders, large print books and brailled materials. All of these were available on loan from a variety of sources.

The Jackson County Intermediate Education District already sponsored educational services for the mentally retarded, deaf, hard of hearing, speech and emotionally handicapped. The addition of specialized teacher services for the visually handicapped eliminated an existing gap in services. The population had been identified and this project was proposed to meet their needs.

Objectives and Evaluation Plan:

1. *Given that selected school aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development, language and academic subjects, each child will acquire those deficit behaviors which have been specified through assessment.*

Evaluation: To collect and analyze data on student progress in each area using behavioral checklists. Students will be evaluated before training begins and as skills are acquired on the checklists the date will be noted.

2. *Presented with student need for reader service special equipment, and materials, these services, equipment and materials will be provided.*

Evaluation: Record amount and frequency of materials, equipment and services provided.

3. *Given that selected preschool aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development and language, each child will acquire those deficit behaviors which have been specified through assessment.*

Evaluation: Collect and analyze data on student progress in each area using behavioral checklists. Students will be evaluated before training begins and as skills are acquired on the checklists the date will be noted.

4. *Given that parents of visually handicapped children lack skills in behavior modification techniques and presentation of prescriptive programs, inservice training will be provided which will allow them to acquire these skills.*

Evaluation: Collect and analyze observational data on performance.

5. *Given that the teacher of the visually handicapped lacks prescriptive programming skills, inservice training will be provided which will allow the teacher to acquire the following behaviors: assessing child needs, task analysis, writing prescriptive programs, behavior modification techniques, data collection and analysis and training and use of volunteers.*

Evaluation: Collect and analyze observational data on performance.

6. *Given that volunteers lack prescriptive programming skills, inservice training will be provided which will allow the volunteers to acquire the following behaviors: presenting prescriptive programs, use of behavior modification techniques, and recording data.*

Evaluation: Administer written pre and posttest. Collect and analyze observational data on performance.

Methodology:

The program provided itinerant teaching services to blind and partially sighted students from 0-21 years old in Jackson, Josephine, and Klamath Counties. The program also provided parent and volunteer training and inservice training for classroom teachers.

All students in the program were integrated into a regular classroom or preschool setting and fell into two groups: those receiving direct service and those receiving indirect service. Students receiving direct service were those who had educational deficits requiring one or more prescriptive programs designed to bring them to the academic level of their peers. Those students receiving indirect service were already working satisfactorily at peer group level and received the special equipment and books, consultant help for classroom teachers, and parent consultation provided to all students in the program.

Results:

1. Given that selected school aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development, language and academic subjects, each child will acquire those deficit behaviors which have been specified through assessment.

The areas of greatest deficit in the school aged students in this program were self-help skills, language, and academic subjects. Since all of these students were partially sighted, Braille instruction, orientation and mobility and typing were not areas of need for them.

The following new behaviors were achieved in these students:

1. Second Grade Girl

This student was highly motivated and was working at grade level in every subject except reading. She had changed schools six times in two years so her performance was remarkable considering the inconsistency of instruction she had received.

a. Word Recognition Program – Dolch

Behavioral Objective: Child will respond orally when word is flashed for one second.

Results: 250 new words

b. Blending Program

Behavioral Objective: Child will respond orally when blend is flashed for one second.

Results: 184 new words

c. Word Recognition Program -- Real and Make-Believe

Behavioral Objective: Child will respond orally when word is flashed.

Results: 94 new words

Test Results:	3/14/74	6/3/74
Britton Phonic Inventory	105/116	112/116
Hoover Informal Reading Inventory	Comprehension: Primer Word Recog.: Pre-Primer	Comprehension: Grade 2^1 Word Recog: Grade 1

2. Second Grade Girl

This student was working very well in a "high" second grade (top of three ability-grouped second grades), largely the results of an excellent classroom teacher. Her performance is all the more remarkable considering her congenital orthopedic handicaps, frequent lengthy hospitalization for hip and eye surgeries, and an early medical diagnosis of mental retardation. In view of her present academic skills, her only deficit areas were in self-help skills.

a. Hair-Washing Program (home)

Behavioral Objective: Child will independently lather, rinse, and towel dry hair in shower.

Baseline 11/28/73

Completed 12/15/74

b. Shoelace Tying Program (home)

Behavioral Objective: Child will independently lace and tie securely his own shoelaces.

Baseline zero 11/28/73

Completed 1/9/74

3. Third Grade Boy

This student had severe visual perceptual problems (separate from the poor acuity) which greatly influenced his reading level, reading speed, and spelling skills. In all three areas he showed marked process this year.

a. Blending Program

Behavioral Objective: Child will verbalize words presented flashcard style.

Results: 171 new words

b. Word Recognition Program – Dolch

Behavioral Objective: Child will respond orally when word is flashed.

Results: 156 new words

c. Spelling Program (home)

Behavioral Objective: Student will correctly spell each word on his spelling list both aloud and in writing when he is told the word.

Results: 64 new words

d. (1) S.R.A. Word Recognition Program

Behavioral Objective: When shown flashcards, student will say each one within one second.

Results: Student advanced 18 levels; learned 270 new words.

(2) S.R.A. Timed Word Recognition Program

Behavioral Objective: When shown printed words on paper, student will read aloud 15 words in less than 20 seconds.

Results: 18 levels completed

(3) S.R.A. Timed Reading Aloud Program

Behavioral Objective: Student reads appropriate S.R.A. reading assignment aloud, at a speed of 40 words a minute with no errors.

Results: 18 level booklets completed

(4) Completion of S.R.A. Booklet Program

Behavioral Objective: Student correctly answers questions at end of S.R.A. booklet in writing with no spelling errors.

Results: 18 booklets completed

e. Addition Program

Behavioral Objective: Student will complete the addition worksheet with 100% accuracy within the allotted period of time.

Results: 3 new levels completed (A-15, A-16, A-17)

[illegible]. Subtraction Program

Behavioral Objective: Student will complete the subtraction worksheet with 100% accuracy within the allotted time period.

Results: 2 new levels completed (S-3, S-4)

Test Results achieved for this child were as follows:

	9/11/73	5/17/74
Britton Phonic Inventory	95/116	109/116
Hoover Informal Reading Inventory	Comprehension: Pre-Primer III Word Recog.: Pre-Primer III	Compre: Grade 1 Word Recog.: Primer

4. Fourth Grade Girl

This student functioned very well at grade level except for spelling and one math area (one-digit multiplication). As with most of the elementary students, a large-print dictionary was provided in the classroom. This allowed the whole class to benefit from the easy-to-read dictionary and also removed any stigma felt by a partially sighted student with oversized texts. The home spelling program consisted of the students' weekly spelling list. The other spelling program was comprised of words the student missed on creative writing or other assignments in the classroom. It should be noted that the student's handwriting skills improved markedly during this time also.

a. Spelling Program (home)

Behavioral Objective: Student will correctly spell each word in writing and orally when presented the word orally.

Results: 120 new words

b. Spelling Program (school)

Behavioral Objective: Student will correctly spell each word in writing and orally when presented the word orally.

Results: 51 new words

c. (1) Multiplication Program

Behavioral Objective: When presented with flash-card containing two single digits being multiplied, child will respond correctly orally within one second.

(2) When presented with a visual cue (worksheet) containing two single digits being multiplied, child will write each correct response within 3 seconds.

Results: Student mastered 8 multiplication levels (2-9)

2. *Presented with student need for reader service special equipment, and materials, these services, equipment and materials will be provided.*

It should be noted that the majority of the student large-print books were ordered in the spring before the program began. Books and equipment were supplied as follows:

Talking Books:	13
Talking Book Machines:	2
Large Print Books:	12
Large Print Dictionaries:	5
Catalogues:	20
Professional Literature:	12
Preschool Toys and Learning Equipment: :	21
Braille or Pre-Braille Material:	3
Evaluative Tools and Tests:	2

3. *Given that selected preschool aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development and language, each child will acquire those deficit behaviors which have been specified through assessment.*

In identifying preschool children, two rubella syndrome or deaf-blind children appeared who were in need of a comprehensive program. It was decided that another teacher was needed for these two children plus an older deaf-blind boy, and so a new deaf-blind program was initiated December 1, 1973. One of these children was served in the program for the visually handicapped until that date. The results achieved by each child were as follows:

1. Five Year Old Deaf-Blind Girl who was served by the program until approximately December 4, 1974.

a. Glasses Toleration Program

Behavioral Objective: Child will wear glasses all day until bedtime.

Baseline zero: 9-13-73

Completed: 10-1-73

b. Handwashing Program

Behavioral Objective: Child will wash her hands independently.

Baseline zero: 10-1-73

Completed: 10-18-73

c. Undressing Program

Behavioral Objective: Child will remove:

1. Socks
2. Pants
3. Underpants

4. Jacket
5. Pullover
6. T-Shirt
7. Shoes

Baseline zero: 10-1-73
Final Step completed: 12-4-73

d. Dressing Program, Socks
Behavioral Objective: Child will independently put on socks when handed to her.
Baseline zero: 10-1-73
Completed: 12-6-73

Through the year this child gained many more skills and expanded her language and vocabulary. Her progress is noted in the records kept by the deaf-blind program.

2. Three Year Old Girl

This child is the only totally blind student in the program. Her vision appears to be her only handicapping condition, as she has excellent motor skills, fine mobility, and is very alert to her enviornment. Her expressive language is delayed, possibly due to a single-parent home situation in which few conversations are initiated and therefore a minimum of speech is overheard. The progress this child has made this year is excellent, but perhaps the most important are social behaviors which are noticed by her mother and teachers. The child shows much less tantrumming, crying, refusal to be touched and intolerance of demands made on her. She has become very cooperative in the preschool setting, partakes in parallel play, accepts new activities and changes of schedule, and has become trusting and affectionate towards her teachers.

a. Sitting on Lap Program
Behavioral Objective: Child will sit on lap of instructor calmly, without crying or resisting for 5 minutes.
Baseline zero: 12-18-73
Completed: 1-15-74

b. Cooperation Program
Behavioral Objective: Given verbal cues "______, stand up" and ______, come with me", child will hold teacher's hand, walk to study area and sit down in desk without tantrumming or crying.
Baseline zero: 11-5-73
Completed: 12-11-73

c. Responding to Name Program
Behavioral Objective: Given verbal cue "______", child will turn and face you for one second.
Baseline zero: 11-14-73
Completed: 4-7-74

d. Receptive Language – Grasping Object on Auditory Cue
Behavioral Objective: Student will locate and grasp a bell when it produces sound.
Baseline zero: 1-3-74
Completed: 5-2-74

e. One Concept Commands Program
Behavioral Objective: Given oral command, single concept, child will respond by performing the appropriate action.
1. "______, stand up"
2. "______, sit down"
3. "______, clap"
4. "______, raise your hand"

Baseline zero: 1-25-74
Completed except for number 4, 5-16-74

f. Spoon Feeding Program
Behavioral Objective: Student will independently eat with a spoon from a bowl placed before him.
Baseline zero: 1-25-74
Completed: 4-26-74

g. Handing Circle on Cue Program
Behavioral Objective: Given verbal cue, "Give me the circle, ______," child will independently pick up a 2½" circular board from a large coffee can and hand it to you.
Baseline zero: 1-4-74
Completed: 3-29-74

h. Identifies Body Parts Program
Behavioral Objective: When given oral command, child will identify by touching body parts:
1. eyes
2. nose
3. mouth
4. hair

i. Expressive Language Program: Imitation of Words
Behavioral Objective: When presented with an object and asked "What's this, ______?", student will say name of object.
1. ball
2. apple
3. bell
4. banana
5. toy

Baseline zero: 1-4-74
Completed: 5-29-74 except for 4,5

j. Receptive Language – Nouns
Behavioral Objective: Given the verbal cue "Touch the ______", student will correctly identify and discriminate between three objects.
Baseline zero: 2-21-74
Completed: 5-6-74

The Student Progress Record and Curriculum Guide produced by the Mental Health Division, State of Oregon, was used as a pre-posttest in this child's classroom. New behaviors noted in May 1974 that the child did not have in October 1973 (excluding those previously listed) were as follows:

1. The student attends to individual activity during instructional time (i.e., seatwork when seated at table with other students) for at least three consecutive minutes.
2. Student usually shares toys or other materials during play or work projects.
3. Student usually makes appropriate social responses to strangers.
4. Student makes different sounds for different purposes (similates actual word or says word correctly)
5. The student imitates sounds
6. The student imitates his own one-word questions
7. Student has gained an estimated 20 words in spontaneous (expressive) language.
8. Student uses fork to scoop food
9. Student manipulates food into mouth with fork
10. Student seats self at table in position for eating
11. Student engages and disengages fasteners:
    a. unbuttons
    b. unzips
    c. unsnaps
    d. unties
12. Student removes all outer clothing in seven minutes.
13. Student puts on outer clothing
    a. trousers
    b. pullover shirt
14. Student walks upstairs, at least three steps, alternating feet with support.

4. *Given that parents of visually handicapped children lack skills in behavior modification techniques and presentation of prescriptive programs, inservice training will be provided which will allow them to acquire these skills.*

A total of four parents ran prescriptive home programs. This was 33% of the total parents who had children served by this project. Of these programs, two were self-help and two were academic. The programs were written by the teacher of the visually handicapped who then trained parents to run them. After the initial training and modeling for parents, it took a minimum of three sessions to achieve criterion level which was 100% on cue presentation and 90% on delivery of consequence. Data on parent performance can be seen in Table 1.

Table 1

	Session 1	**Session 2**	**Session 3**	**Session 4**
	cues/consequence	**cues/consequence**	**cues/consequence**	**cues/consequence**
Parent 1	75%/65%	100%/70%	100%/90%	100%/90%
Parent 2	75%/75%	100%/75%	100%/95%	
Parent 3	50%/45%	83%/63%	100%/80%	100%/92%
Parent 4	83%/60%	91%/80%	child completed programs before parents reached critera level	

5. *Given that the teacher of the visually handicapped lacks prescriptive programming skills, inservice training will be provided which will allow the teacher to acquire the following behaviors: assessing child needs, task analysis, writing prescriptive programs, behavior modification techniques, data collection and analysis and training and use of volunteers.*

This objective was deleted from the project because of the high level of skill of the teacher in programming.

6. *Given that volunteers lack prescriptive programming skills, inservice training will be provided which will allow the volunteers to acquire the following behaviors: presenting prescriptive programs, use of behavior modification techniques, and recording data.*

Five books entitled *Managing Behavior* by Vance Hall were used in training volunteers. A total of nine people completed training and maintained criterion level performance when evaluated monthly. A test was designed to measure knowledge and skills of trainees and was administered on a pre-posttest basis. The average pretest score was 8%. Posttest scores averaged 75% (66% was criteria level).

Third Party Evaluator's Comments:

This project was well planned and well executed. Each of the five objectives was achieved to an excellent degree.

The project exemplifies what should be the rule in educational settings rather than the exception. Too often do we see today new projects which deal with a new population or provide a new service commencing their work as though they were the first ever to deal with that population or provide that service; they develop instruments and techniques without studying what is already available. This project did not have that fault. In fact, it should be commended for its incorporation of techniques, materials and methods developed by others. It used traditional instructional materials plus the new techniques from the University of Kansas and Teaching Research. The pre-posttest administered to volunteers was probably unique to the project, but everything else had been developed and used elsewhere. The fact that the project molded together these materials and techniques from other sources is one of the exemplary features of the project.

This project could well serve as a model to any school district in need of providing services to the visually handicapped.

Title of Project:	*Coos County IED Program for Hearing Impaired Students*
Location of Project:	*Coos County, Oregon*
Type and Number of Children Served:	*Hearing Impaired Students* *9 Deaf Students* *2 Hard of Hearing Students*
Funding Allocated:	*$14,500*
Project Beginning Date:	*August 27, 1973*
Project Ending Date:	*June 14, 1974*

Background and Rationale:

Coos County had an established population of approximately 15 to 20 deaf or hard of hearing children. Because of the isolation of the community, these children were isolated from professional staff who could help them with their handicap. The Eugene Hearing and Speech Center, the audiologist at the Jackson County IED and services in Salem were all too far away to be beneficial. Parents and teachers of children with this handicap had no consultive services readily available. The purpose of this project was to employ a person with training and experience in teaching deaf and hard of hearing persons who could teach on an itinerant schedule. This person would thereby fill the need for services to the hearing impaired students in Coos County.

Objectives and Evaluation Plan:

1. *To develop the hearing impaired child's receptive language*

Evaluation: The Peabody Picture Vocabulary Test will be given on a pre-posttest basis showing an increased number of words learned.

2. *To develop the hearing impaired child's functional, oral and written expressive language.*

Evaluation: A language inventory sample will be taken on a pre-posttest basis using audio tapes. These tapes will be analyzed for the variety of words used and the syntax utilized by each child.

3. *To develop speech reading skills to allow maximum communication input for selected hearing impaired children.*

Evaluation: The Mykelbust Speech Reading Inventory will be administered on a pre-posttest basis.

4. *With amplification the child will improve his auditory discrimination of sounds and speech.*

Evaluation: The Wepman Auditory Discrimination Test will be administered on a pre-post basis. The teacher will develop behavioral checklists for sound discrimination.

Methodology:

The program staff consisted of one itinerant teacher of the deaf. This program was administered by the Coos County IED, however, the teacher worked cooperatively with personnel from the six local school districts, from the Public Health Department and other local agencies, as well as with speech clinicians and parents.

Initially, thirty children were identified by the school nurses, Public Health Department and speech clinicians as having hearing impairments. Each of these children were screened by the teacher of the deaf. Of these thirty, eleven were identified as having educationally handicapping hearing impairments. Each of these children were seen from one-half hour to two and a half hours per week depending upon each child's age and need. In addition, one volunteer and one classroom teacher contributed six hours per week to two children. A junior high school student also contributed a half-hour per day tutoring one elementary student in math.

Programming for these students consisted of work on language skill activities, auditory training, lipreading and speech. Specific vocabulary and language were related to these subject areas: reading, math, social studies and science.

The following are examples of the types of activities which were conducted:

1. Using a situational classroom experience the student and teacher developed a written description, in booklet form, of the specific experience.
2. Given an auditory signal from the language master the student selected the appropriate picture-word card.
3. Given a captioned filmstrip the student answered questions presented orally by the teacher regarding specific information contained in the filmstrip.
4. Using an auditory trainer the student listened to combinations of specific sound in individual words and repeated these sounds correctly.

Results:

1. *To develop the hearing impaired child's receptive language.*

Results of pre-post PPUT are shown in Table 1. Results show an average gain per student of approximately two years.

Table 1

Peabody Picture Vocabulary Test
(Scores are expressed in terms of student's mental age (MA) yrs-)

	Pretest Form A		Posttest Form B		
	Raw Score	MA	Raw Score	MA	Difference
1	51	5-2	70	8-9	+ 3-7
2	85	11-11	105	16-7	+ 4-8
3	38	3-8	47	4-9	+ 1-1
4	56	6-1	63	7-3	+ 1-2
5	52	5-5	56	6-2	+ [illegible]-9
6	19	2-5	17	2-4	- 1 mth
7	79	10-3	79	10-5	2mth
8	65	7-10	92	13-0	+ 5-2
9	54	5-9	66	8-0	+ 2-3
10	not valid	not valid	47	4-9	
11	78	10-4	89	12-6	+ 2-2

2. *To develop the hearing impaired child's functional oral and written expressive language.*

Results can be seen in Table 2. Mean percentage gain was 1.6% per student for the audio sample, and 3.4% per student for the written sample. Syntax scores denote the percentage of the language sample which was spoken or written correctly. These scores were obtained in the following manner:

1. The taped sample was transcribed or the student provided a written sample.
2. An error score was derived using the following criteria as errors: word additions, omissions or substitutions, incorrect word order, incorrect use of verb tense and/or use of plurals (spelling errors in the written sample were not counted as errors).
3. The number of errors was subtracted from the total number of words spoken/written correctly and the total number of words spoken/written. This Inventory Sample was used to plan specific language activities for individual students.

3. *To develop speechreading skills to allow maximum communication input for selected hearing impaired children.*

Table 2

Language Inventory Sample
Syntax Scores

Student	Audio Tapes-Oral Sample			Students' Written Samples		
	pretest	posttest	diff.	pretest	posttest	diff.
1	81%	78%	-3%	83%	71%	-8%
2	96%	90%	-6%	93%	96%	+3%
3	59%	65%	+6%	40%	53%	+13%
4	83%	*		**	**	
5	93%	93%	0	75%	75%	0
6	26%	27%	+1%	**	**	
7	87%	93%	+6%	76%	87%	+11%
8	94%	94%	0	87%	93%	+6%
9	89%	86%	-3%	75%	76%	+1%
10	74%	86%	+12%	79%	85%	+6%
11	90%	95%	+5%	83%	89%	+6%
Total			18%			38%
x̄			1.6%			3.4%

* no posttest was given due to student's extended illness
** test was not appropriate for student's grade level

Results for the Mykelbust Speechreading Inventory are given in Table 3. The raw score is the total number of correct responses for each portion of the test; word, phrases and sentences. Standard score represents the percentage of correct responses.

Table 3

Mykelbust Speechreading Inventory

Student	Pretest		Posttest	
	raw score	standard score	raw score x̄	standard score
5	61	95	64 +3	100 +5
6	57	89	59 +2	92 +3
9	63	98	64 +1	100 +2

4. *With amplification the child will improve his auditory discrimination of sounds and speech.*

Results of the Wepman Auditory Discrimination Test are given in Table 4. Scores are written with the number of errors before the total number possible. The scores denote the degree of auditory discrimination in terms of words presented. Thirty unlike word-pairs were presented with the child required to repeat the word-pairs.

Table 4

Wepman Auditory Discrimination Test

Student	pretest * Form I	posttest Form II	difference
	Score	Score	X Score
1	1/30	0/30	+1
2	0/30	0/30	+0
3	13/30	3/30	+10
4	4/30	1/30	+3
5	14/30	not valid	-
6	8/30	4/30	+4
7	3/30	1/30	+2
8	2/30	0/30	+2
9	2/30	2/30	+0
10	0/30	0/30	+0
11	0/30	0/30	+0
Total			+22
x			+2

* Both visual and auditory cues were available to the students during the pre administration of the Wepman Auditory Discrimination Test.

The auditory discrimination checklist is shown in Table 5. The students used speechreading only to complete the following tasks. "O" indicates that the task was not completed successfully. "X" indicates that the task was successfully completed. Seventy-seven skills were acquired with a mean gain of seven per student.

Third Party Evaluator's Comments:

This project completed the objectives and evaluation plan as specified in the letter of agreement. Student gains were made by this teacher and it appears that the project met its intent of supplying services to hearing handicapped children. The project staff are commended for providing a viable teaching service to this population and for reporting data as requested.

One fact which appears within the data submitted relates to the appropriateness of standarized test instruments versus a behavioral checklist. One sees either very slight gains made on these standardized instruments or children scoring very high, meaning the children are at a higher level than the test measures. With a checklist approach one is not incumbered with these problems. Instead, appropriate behaviors are identified which the child lacks and teaching strategies are designed toward achieving these behaviors. If the strategy involves a contingency management approach, then one will see significant gains achieved by the children. It is recommended by this evaluator that this project drop the use of standardized instruments and revert to a behavioral checklist system which utilizes contingency management.

Table 5
Auditory Discrimination Checklist

		pre	post	gain
Student 1	1. Identification of the following vowel sounds with their written symbols:			
	(ü)	O	X	1
	(oi)	X	X	
	(ā)	X	X	
	(ou)	O	X	1
	(e)	X	X	
	(ėr)	X	X	
	(ô)	O	X	1
	2. Classification of individually presented words spoken by the teacher into groups according to the vowel sounds described above.	O	X	1
	3. Identification of words ending in -ed.	X	X	
	4. Identification of words ending in -ed with one of the following sound symbols; (d), (id) or (t).	O	X	1
	5. Classification of a word ending in -ed when presented orally by the teacher, into one of the three groups described above.	O	X	1
Student 2	1. Identification of (s) sound in one of two words presented.	X	X	
	2. Identification of (s) sound in one word in a given phrase.	X	X	
	3. Identification of (s) sound in one word in a given sentence.	O	X	1
	4. Identification of a (s) sound in the initial position in one of two words presented.	X	X	
	5. Identification of (s) sound in the final position in one of two words presented.	O	X	1
	6. Identification of (s) sound in the initial and final positions in words presented in a phrase.	O	X	1
	7. Identification of (s) sound in the initial and final positions in words presented in sentences.	O	X	1
Student 3	1. Identification of the following words with the correct sound:			
	clapping	O	X	1
	yelling	X	X	
	slapping	O	X	1
	barking	O	X	1
	puffing	X	X	
	crashing	O	X	1
	pounding	O	X	1
	2. Selection of the appropriate sentence card from a choice of 6 cards, after sentence is spoken by the teacher. The following sentences were correctly identified			
	It's very windy today	O	X	1
	Oh, oh. There goes my hat.	O	X	1
	My hat is up in the tree.	O	X	1
	How will I get my hat down?	O	O	
	I can help.	O	X	1
	Thank you.	X	X	
	Here she comes.	X	X	
	Make the snowballs.	O	X	1
	Get ready to throw.	O	X	1
	Where did she go?	X	X	
	There she is.	O	X	1
	Plop!	O	X	1

Table 5
Auditory Discrimination Checklist (cont.)

		pre	post	gain
	3. Selection of the appropriate picture cards when the following phrases were spoken by the teacher:			
	a cup of chocolate	X	X	
	a bowl of soup	O	X	1
	two packages of ham	O	O	
	a piece of pie	O	X	1
	a bowl of fruit	O	X	1
	a slice of ham	O	O	
Student 4	1. Given the following pairs of words the student selected the word spoken by the teacher:			
	thermos tooth	O	X	1
	thimble mouth	O	X	1
	thirteen cloth	O	X	1
	thumb wreath	O	X	1
	thorn thread	O	X	1
	thermometer bathrobe	O	X	1
	bathtub bathrobe	O	X	1
	toothpick toothpaste	O	X	1
	2. Identification of animal sound with appropriate picture card. Sounds made by the following animals were used:			
	cow	X	X	
	horse	O	X	1
	cat	X	X	
	dog	X	X	
	chick	O	X	1
	sheep	X	X	
	duck	X	X	
Student 5	1. Given the following isolated consonant or vowel sound, presented orally, the student imitated the sound and identified the sound with the correct sound symbol:			
	(r)	X	X	
	(l)	X	X	
	(b)	X	X	
	(p)	X	X	
	(f)	X	X	
	(m)	O	X	
	(n)	O	X	
	(k)	O	X	
	(v)	O	X	
	(s)	O	X	
	(j)	O	X	
	(w)	O	X	
	(g)	O	X	
	(t)	O	O	
	(c)	O	O	
	(d)	O	O	
	(h)	O	O	
	(z)	O	O	
	(x)	O	O	

Table 5

Auditory Discrimination Checklist (cont.)

		pre	post	gain
	(q)	O	O	
	(ē)	X	X	
	(ā)	X	X	
	(ī)	X	X	
	(ō)	X	X	
	(ū)	X	X	
	(ĭ)	O	X	
	(ŭ)	O	X	
	(ŏ)	O	O	
	(ĕ)	O	O	
	(y)	O	O	
	(ă)	O	O	
				Gain = 10
Student 6	1. Selected appropriate picture card from a choice of 4 cards after single word was presented by the language master tape. Word included the following:			
	matches	O	X	
	pitcher	O	X	
	pork chop	O	X	
	hatchet	O	X	
	bed	O	X	
	bird	X	X	
	book	X	X	
	boat	O	X	
	treasure chest	O	X	
	church	O	X	
	kitchen	O	X	
	rocking chair	O	X	
	pig	O	O	
	pipe	O	O	
	pie	O	X	
	pencil	O	X	
	milk	X	X	
	man	X	X	
	money	X	X	
	mop	O	X	
	deer	X	X	
	duck	O	X	
	dog	X	X	
	door	O	X	
	2. Identification of telephone signals:			
	dial tone	O	X	
	busy signal	O	O	
	ringing tone	O	X	
	voice response	O	X	
	3. Identification of communicated telephone message.			
	correct response to questions	O	O	
	follows topic of conversation	O	O	Gain =18

Table 5

Auditory Discrimination Checklist (cont.)

		pre	post	gain
Student 7	1. Identification of questions asked by the teacher regarding current events as described in newspaper articles.	O	X	1
	2. Selection of 1 of 2 sentences which will answer above question correctly. (Sentences are presented orally by teacher)	O	X	1
Student 8 and Student 9	1. Recall and repetition of short story paragraph presented orally by the teacher	X	X	
	2. Recall and repetition of the above short story paragraph with additional descriptive words and phrases, as presented by the teacher.	O	X	1
	3. Recall and repetition of the same short story paragraph with additional sentences as presented by the teacher.	O	X	1
	4. Given a picture card depicting a daily activity students selected the correct sentences presented orally which described the activity.	O	X	1
Student 10	1. Given 10 written sentences the student identified and repeated each sentence spoken by the teacher.	O	X	1
	2. Given a written list of 25 rhyming words the student repeated each word spoken by the teacher and matched the words which rhymed.	O	X	1
Student 11	1. The student used a telephone to receive a spoken message correctly.	X	X	
	2. Student responded appropriately to telephone conversation.	O	X	1
	TOTAL			77
	X			7

Title of Project: *TMR Work Experience*

Location of Project: *Clackamas IED*

Type and Number of Children Served: *TMR – 11*

Funding Allocated: *$12,800*

Project Beginning Date: *July 1, 1973*

Project Ending Date: *June 30, 1974*

Background and Rationale:

There was a need to provide TMR students with assistance to progress from a student status to that of an independent and employable member of the community. The Clackamas County IED did not have the staff or facilities to provide the training to these students so that the transition from the classroom to employment in the community would be accomplished. Consequently, this project was initiated to provide this training for TMR students in Clackamas County.

Objectives and Evaluation Plan:

1. *To establish a work experience in the Clackamas County IED for approximately ten children.*

The number of children served; specify the number and type of working experiences provided and the duration of each working experience.

2. *To provide prevocational skill programs for three classroom teachers in order that students may learn job skills.*

Prevocational checklists were developed. Each child was evaluated on these checklists and as the child acquires new skills these will be dated on the checklist.

3. *To provide vocational work experience for each of the clients outside the regular classroom.*

An employer's evaluation sheet of each client will be utilized. In addition, a task analysis will be made of the work tasks, and dates will be inserted on these task analysis when the individual is able to do each of the steps in the task analysis.

Methodology:

The project staff consisted of one person who had three years classroom experience with Trainable Mentally Retarded students and a master's degree in special education in the area of mental retardation. Twelve hours of the master's work had been completed in the area of Vocational Readiness (Testing, Placement, On The Job Training, and Counseling). One volunteer (a college student) assisted one and one-half hours daily, three days weekly, for two months. This volunteer assisted in the Training and Diagnostic Center which will be described below.

Initially each student was tested within the classroom to determine proficiency in the areas of receptive and expressive language, reading, writing, telling time, using money, counting objects, social skills, and personal hygiene. Each student was asked if she/he had a particular job that she/he wished to try.

The NATB (Non-Verbal General Aptitude Test Battery) was administered to four students who appeared capable of performing the test. Only one student qualified for one job under the Test Battery. This battery of tests did not appear beneficial in choosing work experiences for TMR students.

Classroom teachers and aides were asked to describe the strengths and weaknesses of each student considered eligible for the work experience program and whether, in their opinion, each student was likely to succeed in work experience.

A home visit was made to most parents involved. Parents were asked if they had any special concerns regarding the program, what types of jobs they would like to see their young person try, and what they viewed as the greatest obstacle that would have to be eliminated if their person was to succeed in work experience.

Initial work placements were selected for each student on the basis of testing information, teacher and parent information, and the young person's preference.

Each student was trained by the Work Experience Coordinator if the employer desired this. Initial training time for each student entering each new work station averaged eighteen hours. This consisted of twelve one and one-half hour sessions or eighteen one hour sessions, in general.

A Pre-Vocational Skills Curriculum was developed and became an integral part of the curriculum in three classrooms. Teachers were asked to examine the curriculum before implementing it and ask questions concerning any unclear aspects. They were asked to record data (baseline and progress) on charts that were included with the curriculum. The work experience program was designed to provide three different jobs per year for each student. Discovery was made that trainable mentally retarded students, in general, cannot function satisfactorily when moved this rapidly; thus, each student was moved or not moved according to what appeared most beneficial to that individual. Students worked one and one-half to two hours daily. Initially, the plan was that each student would have three hours work experience per day; however, it was discovered that students with no previous work experience could not tolerate this amount of work daily.

Task analyses were made for each student on each job. Each task was broken into its specific number of steps and listed. The date upon which a student acquired the ability to perform a particular step was recorded.

Counseling was provided by the Work Coordinator to students' employers, and parents as necessary. The coordinator made a home visit to most parents and explained the program initially. After that, most individual counseling of parents was by telephone. A Parent Group which met monthly was organized by the Coordinator for the purpose of educating parents concerning how they might assist their young person in the work program. Because the Work Experience Coordinator was the sole means of transportation, all employers were seen daily; thus, any significant problems were dealt with immediately.

The need for a training and diagnostic center apart from the classroom in which the Work Experience Coordinator could determine vocational assets and liabilities of each student (before being placed in a work station) was recognized early. One employer offered extra space. Another employer was contacted and asked to provide an item to be packaged. Ladies' nylon hosiery was the item packaged. Six of the eleven students went through this center for a minimum of three weeks before moving into work stations in the community. If a student exhibited inappropriate behavior which could not be extinguished after moving into a work station, he was moved back into the diagnostic and training center for further instruction.

Results:

1. *To establish a work experience program in the Clackamas IED for approximately ten children.*

Eleven students were involved in the Work Program. Table 1 shows number, type and duration of work experience.

2. *To provide prevocational skill programs for three classroom teachers so that trainable mentally retarded students may learn job skills.*

A list of 25 items considered essential to a successful work experience was established. Table 2 shows a copy of this checklist. Table 3 shows the pre-post scores of each student and the number of new behaviors acquired during the program.

A Pre-Vocational Skills curriculum was designed and implemented. It was designed for the purpose of developing motor coordination, manual and finger dexterity, perception, ability to follow instructions, attendance to task, and tolerance for work pressures (the ability to respond positively to pressure for quality and quantity performance). Table 4 shows a copy of this checklist.

Table 5 demonstrates the progress made by sixteen students on this checklist.

3. *To provide vocational work experiences for each student outside the regular classroom.*

Table 6 shows an evaluation form on which employers were asked to evaluate students.

Table 1

Number and Duration of Work Experiences

Student's Name	Number of Work Experiences	Type of Work Experiences	Duration: Total number of hours per experience
1. J.L.	2	1. Stablehand in Horsebarn 2. Janitorial Helper	165 hours 200 hours
2. K.S.	3	1. Packaging Employee (Diagnostic & Train. Cent.) 2. Busboy 3. Kitchen Helper	40 hours 60 hours 280 hours
3. L.S.	1	1. Telephone Cleaner	12 hours
4. C.W.	3	1. Turner, Straightener, Labeler, Packager in Manufacturing 2. Hospital Worker (Central Supply) 3. Housekeeper in Convalescent Hospital	105 hours 60 hours 105 hours
5. S.J.	2	1. Child Care Worker 2. Packaging Employee (D & T Center)	110 hours 50 hours
6. S.I.	2	1. Clerical Worker 2. Packaging Employee (D & T Center)	75 hours 90 hours
7. S.W.	2	1. Child Care Worker 2. Packaging Employee (D & T Center)	50 hours 72 hours
8. K.P.	3	1. Fabric Sheeter & Cutter 2. Clerical Worker 3. Packaging Employee (D & T Center)	30 hours 45 hours 100 hours
9. W.A.	1	1. Janitorial Helper	21 hours
10. C.W.	2	1. Turner, Straightener, Labeler in Manufacturing 2. Packaging Employee (D & T Center)	150 hours 60 hours
11. A.W.	3	1. Packaging Employee (D & T Center) 2. Clerical Worker 3. Printing Firm Worker	38 hours 75 hours 50 hours

Table 2

READINESS CHECK LIST FOR WORK EXPERIENCE PROGRAM

____
Name

1. Student responds correctly when asked name and sex. ______
2. Student responds appropriately to common greeting and/or introduction. ______
3. Student eats in manner that would not draw undue attention in a public place. ______
4. Walks with head up and is careful not to bump into people. ______
5. Student differentiates between Men's and Women's Restrooms. ______
6. Student signs first and last names – cursive or manuscript (Preferably cursive). ______
7. Student counts 5 objects. ______
8. Student has record of regular attendance in school. ______
9. Student accepts direction willingly. ______
10. Accepts criticism in appropriate manner; e.g. if work is unacceptable, student willingly accepts criticism and strives to do better. ______
11. Accepts and responds appropriately to pressure situations designed to increase quantitative and/or qualitative performance. ______
12. After initial instruction, performs tasks without direct supervision for 30 minutes minimum. ______
13. Attends to task for 30 minutes minimum without allowing eyes to leave task excessively when strangers or classmates are entering, leaving and/or moving about room. ______
14. Student responds correctly to a double task request; e.g. "Put the nut on the bolt and place it in the dexterity board". ______
15. Student expresses a desire and/or willingness to participate in the Work Experience Program. ______
16. Student bathes regularly. ______
17. Uses underarm deodorant regularly. ______
18. Brushes teeth regularly. ______
19. Washes hair regularly. ______
20. Wears modern and becoming clothing. ______
21. Wears clothing that is clean, pressed and presentable; e.g. no buttons missing, no tears, no hems out, etc. ______
23. Teacher feels student is ready for Work Experience. ______
24. Parents feel student is ready for Work Experience. ______
25. Work Coordinator feels student is ready for Work Experience. ______

Date: ______________________ Date: ______________________ Date: ______________________

Table 3

Pre Post Scores – Work Experience Checklist

Student's Name	Pretest	Posttest	Difference (+ Increase) (- Decrease) (– no change)
1. J.L.	18/25	23/25	+5
2. K.S.	21/25	23/25	+2
3. L.W.	10/25	12/25	-2
4. C.W.	19/25	25/25	+6
5. S.J.	16/25	22/25	+6
6. S.I.	18/25	23/25	+5
7. S.W.	17/25	23/25	+6
8. K.P.	16/25	19/25	+3
9. W.A.	20/25	22/25	+2
10. C.W.	12/25	15/25	+3
11. A.W.	25/25	25/25	–

Table 4
Pre-Vocational Skills Checklist

____
Name

1. Upon command, student collates required number of items for thirty minutes with no urging.

Baseline __________ Progress
Date __________ Data →

2. Upon command, student stuffs envelopes for thirty minutes with no urging.

Baseline __________ Progress
Date __________ Data →

3. Upon command, student sorts items for thirty minutes with no urging.

Baseline __________ Progress
Date __________ Data →

12-6-73
✓

. . . Date of evaluation
. . Task performed according to criterion.

Baseline 16 per 10 mins
Date 6-12-73
(date baseline recorded)

12-6-73
✗

. . . Task not performed according to criterion.

6-12-73	7-1-73	8-20-73
16 items / 10 mins	20 items / 10 mins	80 items / 30 mins

. . . top indicates production.
. . . time worked with no urging.

PRE-VOCATIONAL SKILLS CHECKLIST

____
Name

4. Upon command student uses Dexterity Board as instructed with no urging.

A. Developing Speed
Step 1
Baseline ______________ Progress
Date ______________ Data →

Step 2
Baseline ______________ Progress
Date ______________ Data →

Step 3
Baseline ______________ Progress
Date ______________ Data →

B. Developing Attendance to Task
Step 1
Baseline ______________ Progress
Date ______________ Data →

Step 2
Baseline ______________ Progress
Date ______________ Data →

Step 3
Baseline ______________ Progress
Date ______________ Data →

C. Developing Ability to Follow Instructions
Step 1
Baseline ______________ Progress
Date ______________ Data →

PRE-VOCATIONAL SKILLS CHECKLIST

Step 2
Baseline ____________ Progress
Date ______________ Data →

Step 3
Baseline ____________ Progress
Date ______________ Data →

Step 4
Baseline ____________ Progress
Date ______________ Data →

Step 5
Baseline ____________ Progress
Date ______________ Data →

5. Upon command, student counts specified number of objects 25 times with no urging.

Baseline ____________ Progress
Date ______________ Data →

6. Upon command, student writes or prints name.

PRE-VOCATIONAL SKILLS CHECKLIST

____
Name

7. Upon command, student writes or prints address.

8. Upon command, student writes or prints phone number.

9. Upon command, student gives first and last name orally.

10. Upon command, student gives address orally.

11. Upon command, student gives phone number orally.

12. Upon command, folds fabric as instructed for thirty minutes with no urging.

13. Upon command, folds paper as instructed for thirty minutes with no urging.

PRE-VOCATIONAL SKILLS CHECKLIST

____
Name

14. Upon command, student bags number of objects specified in each bag, for thirty minutes with no urging.

Baseline ____________ Progress
Date ____________ Data →

15. Upon command, student staples materials as directed, for thirty minutes with no urging.

16. Upon command, student uses paper punch as directed, for thirty minutes with no urging.

17. Upon command student inserts card into plastic bag neatly and without bending, for thirty minutes with no urging.

Baseline ____________ Progress
Date ____________ Data →

18. Upon command, student matches symbols or patterns, for thirty minutes with no urging.

Baseline ____________ Progress
Date ____________ Data →

19. Upon command, student performs rubber band twist according to directions, for thirty minutes with no urging.

Table 5

Progress on Pre-Vocational Checklist

Student's Name	Task	Baseline Rate	Final Rate	Rate Increase or Decrease	Total Instruction Time (30 min. daily)
1. P.S.	4A Step 1	105 sec.	85 sec.	+20 sec.	10 hours
2. D.S.	4A Step 1	85 sec.	35 sec.	+50 sec.	10 hours
3. M.C.	4A Step 1	54 sec.	30 sec.	+24 sec.	10 hours
4. D.C.	4A Step 1	56 sec.	50 sec.	+ 6 sec.	7½ hours
5. J.T.	4A Step 1	120 sec.	55 sec.	+65 sec.	5 hours
6. J.S.	4A Step 1	60 sec.	50 sec.	+10 sec.	5 hours
7. E.B.	4A Step 1	48 sec.	37 sec.	+11 sec.	7½ hours
8. K.G.	4A Step 1	100 sec.	58 sec.	+42 sec.	10 hours
9. R.A.	4A Step 1	150 sec.	48 sec.	+102 sec.	7½ hours
10. D.R.	4A Step 1	110 sec.	60 sec.	+50 sec.	7½ hours
11. P.B.	4A Step 1	90 sec.	30 sec.	+60 sec.	7½ hours
12. D.W.	4A Step 1	150 sec.	30 sec.	+120 sec.	7½ hours
13. S.W.	4A Step 1	120 sec.	30 sec.	+90 sec.	10 hours
14. L.S.	4A only (fill board)	could not do task	performed task 120 sec.	+ could do task	30 hours
1. P.S.	4A Step 2	9 min. 30 sec.	6 min. 28 sec.	+3 min. 2 sec.	7½ hours
2. D.S.	4A Step 2	3 min. 20 sec.	2 min. 45 sec.	+35 sec.	10 hours
3. M.C.	4A Step 2	3 min. 35 sec.	2 min. 55 sec.	+40 sec.	10 hours
4. D.C.	4A Step 2	3 min. 40 sec.	2 min. 56 sec.	+44 sec.	10 hours
5. J.T.	4A Step 2	4 min.	3 min. 35 sec.	+25 sec.	7½ hours
6. J.S.	4A Step 2	3 min. 25 sec.	2 min. 45 sec.	+40 sec.	7½ hours
7. E.B.	4A Step 2	4 min. 20 sec.	4 min. 20 sec.	----	7½ hours
8. K.G.	4A Step 2	5 min. 10 sec.	5 min. 18 sec.	-8 sec.	10 hours
9. R.A.	4A Step 2	8 min.	4 min. 55 sec.	+3 min. 5 sec.	7½ hours
10. D.R.	4A Step 2	8 min. 30 sec.	4 min. 42 sec.	+3 min. 6 sec.	7½ hours
11. P.B.	4A Step 2	5 min.	2 min. 30 sec.	+1 min. 30 sec.	10 hours
12. D.W.	4A Step 2	5 min.	2 min. 30 sec.	+1 min. 30 sec.	10 hours
13. S.W.	4A Step 2	3 min.	2 min.	+1 min.	10 hours
1. P.S.	4A Step 3	13 min.	6 min. 55 sec.	+6 min. 5 sec.	7½ hours
2. D.S.	4A Step 3	3 min. 50 sec.	3 min. 30 sec.	+20 sec.	10 hours
3. M.C.	4A Step 3	5 min. 37 sec.	4 min. 23 sec.	+1 min. 14 sec.	10 hours
4. D.C.	4A Step 3	5 min. 10 sec.	3 min. 26 sec.	+1 min. 44 sec.	10 hours
5. J.T.	4A Step 3	7 min.	6 min.	+1 min.	7½ hours
6. J.S.	4A Step 3	5 min. 30 sec.	5 min. 30 sec.	----	5 hours
7. E.B.	4A Step 3	5 min. 35 sec.	5 min. 11 sec.	+24 sec.	7½ hours

Table 5

Progress on Pre-Vocational Checklist

8.	K.G.	4A Step 3	6 mni. 20 sec.	7 min. 15 sec.	-55 sec.	10 hours
9.	R.A.	4A Step 3	10 min.	6 min. 30 sec.	+3 min. 30 sec.	7½ hours
10.	D.R.	4A Step 3	10 min.	6 min. 15 sec.	+3 min. 45 sec.	7½ hours
1.	M.C.	4C Step 1	1 min. 10 sec.	1 min.	+10 sec.	5 hours
2.	D.C.	4C Step 1	45 sec.	60 sec.	-15 sec.	5 hours
1.	M.C.	4C Step 2	60 sec.	60 sec.	-----	10 hours
2.	D.C.	4C Step 2	50 sec.	40 sec.	+10 sec.	5 hours
1.	M.C.	4C Step 3	2 min. 40 sec.	2 min. 30 sec.	+10 sec.	5 hours
2.	D.C.	4C Step 3	3 min. 40 sec.	2 min. 30 sec.	+1 min. 10 sec.	5 hours
1.	M.C.	4C Step 4	5 min. 3 sec.	5 min.	+3 sec.	5 hours
2.	D.C.	4C Step 4	4 min. 15 sec.	4 min. 30 sec.	-15 sec.	5 hours
1.	M.C.	4C Step 5	4 min. 15 sec.	4 min. 10 sec.	+5 sec.	5 hours
2.	D.C.	4C Step 5	4 min. 30 sec.	3 min. 15 sec.	+1 min. 15 sec.	5 hours
1.	M.C.	4C Step 6	5 min. 40 sec.	5 min. 40 sec.	5 min. 20 sec.	5 hours
2.	D.C.	4C Step 6	5 min	4 min. 25 sec.	+35 sec.	5 hours
1.	P.S.	14	43 bags/30 min.	49/30 min.	+6 bags/30 min.	7½ hours
2.	R.A.	14	22 bags/30 min.	30/30 min	+8 bags/30 min.	15 hours
3.	D.R.	14	34 bags/30 min.	40/30 min.	+6 bags/30 min.	7½ hours
1.	D.S.	17	85 items/30 min.	94/30 min.	+9 items/30 min.	7½ hours
2.	J.S.	17	26 items/30 min.	39/30 min.	+13 items/30 min.	2½ hours
3.	L.S.	17	27 items/30 min.	100/30 min.	+73 items/30 min.	17½ hours
4.	S.W.	17	107 items/30 min.	217/30 min.	+110 items/30 min.	12½ hours
5.	P.B.	17	27 items/30 min.	92/30 min.	+65 items/30 min.	15 hours
6.	D.W.	17	21 items/30 min.	128/30 min.	+107 items/30 min.	15 hours

The following two students could attend to a task for a maximum of 10 minutes; thus each task was taught for 10 minutes at each time. Sometimes a task was taught more than once during a particular school day.

1.	B.S.	1 (collating 5 items)	1 stack/10 min.	6 stacks/10 min.	+5/10 min.	37½ hours
2.	R.R.	1 (collating 5 items)	not do task	3 stacks/10 min.	+3/10 min.	40 hours
1.	B.S.	3 (sorting 3 shapes beads)	160 beads/10 min.	462 beads/10 min.	+302/10 min.	37½ hours
2.	R.R.	3 (sorting 3 shapes beads)	58 beads/10 min.	269 beads/10 min.	+211/10 min.	37½ hours

Table 5

Progress on Pre-Vocational Checklist

1.	B.S.	7 & 8	could not perform task	could not perform task	----	37½ hours
2.	R.R.	7 & 8	could not perform task	could not perform task	----	37½ hours
1.	B.B.	10	could not perform task	could not perform task	----	42½ hours
2.	R.R.	10	could not perform task	performed task	+ performed task	20 hours
1.	B.S.	11	could not perform task	performed 3 digits	+3 digits	22½ hours
		11	3 digits	4 digits	+1 digits	5 hours
		11	4 digits	5 digits	+1 digits	15 hours
2.	R.R.	11	could not perform task	2 digits	+2 digits	15 hours
		11	2 digits	3 digits	+1 digit	27½ hours

Table 6

Employer's Evaluation Sheet For Student Work Experience Program

Firm Name ______________________ Beginning Date __________ Ending Date __________

Evaluator's Name ______________________ Student's Name ______________________

Evaluator's Title ______________________ Student's Job Description ______________________

	Week 2	Week 4	Week 8	Week 12	Week 16	Week 20	Week 24
1. Appears capable of learning all tasks involved in job.							
2. Appears capable of remembering instructions.							
3. Performs and completed tasks according to instructions.							
4. Accepts criticism without alibying or pouting, and strives to do better.							
5. Attitude toward work is good (appears to like work).							
6. Work steadily without excessive gazing around or talking about events unrelated to work.							
7. Can be depended upon to work alone.							
8. Takes proper care of equipment, using it carefully; putting it away when finished; leaving it clean.							
9. Personal hygiene is satisfactory: Hair clean and combed; teeth and breath clean; no body odor; uses handkerchief when necessary; washes hands when necessary.							
10. Clothing appears clean and neat (laundered, mended,etc)							
11. Behavior and manners are appropriate for teen-ager in Work Situation.							

S= SATISFACTORY PERFORMANCE   U = UNSATISFACTORY PERFOMANCE   Y = Yes   N = No

Employers were asked to evaluate students on 11 factors considered essential in a satisfactory work placement. The first evaluation was made at the end of two weeks. Thereafter evaluations were made at the end of every four week period. Negative items that were present on each evaluation date are listed in Table 7.

An analysis was made of each task performed by a student in each Work Placement. The date upon which a step of the task was performed was recorded. Learning time has been in weeks, and indicates the amount of time required for a student to learn to perform a step of the task without assistance. (See Table 8) In Column 4, the first number indicates number of steps learned. The second number indicates number of steps in task (Example: 6/12).

The greatest problem encountered in conducting this program was the vast distance (85-90 miles per day) that had to be covered by one staff person. The problem was increased because some students involved were in school only four hours daily. Clackamas County covers a large area; thus, transportation takes much of a student's day. Much time that could have been spent in training students had to be spent in transporting students.

Another area that required much of the Work Coordinator's time was working with employers. Employers needed much modeling concerning how the Trainable Mentally Retarded student is taught. Most employers did not expect and require as much as the student was capable of doing. The majority tended to feel sympathy for and overprotected the student initially. Most employers were able to overcome these tendencies, with counseling. Some did not.

The major problem with students was the lack of physical endurance. Initially, twenty minutes was the maximum that most students could work before becoming physically exhausted. Physical endurance was increased by counseling with students (encouraging them to increase the amount of time they could work). Teachers were asked to have their students stand as much as was feasible during classroom work. This did not occur. Parents were asked to assign tasks to their particular young person each evening, ranging from thirty minutes to one hour. This effort proved beneficial.

A parent questionnaire was filled out by each parent of an adolescent in the Work Program, at the beginning and end of the year. At the end of the year virtually all of the comments by parents were positive and complimentary to the program and the staff.

Third Party Evaluator's Comments:

The teacher in this project is to be commended. Each of the objectives specified for this project were met. The data collected were precisely documented and presented in the final report. It should be also noted that the evaluation instruments, the curriculum for the classroom teachers and the task analysis for the work experiences were all developed for the teacher during the project. As can be seen in the final report, these are well done and should be useful to other programs in Oregon who wish to initiate a project of this type.

In addition, the subjective comments concerning the problems encountered were well documented and presented.

In summary, this project has been a tremendous success. The Director of Special Education has also indicated that the Clackamas IED will finance this program in coming years. They have also elected to hire a teacher aide to assist the project teacher.

Table 7
Number of New Behaviors Learned

Student's Name	Type Experience	Evaluations: Factors listed below are negative. Last column shows gain in positive factors.						
		2 Week	6 Week	10 Week	14 Week	18 Week	22 Week	Gain in positive factors
1. C.W.	1) Baby Pant Turner Straightener, Labeler	1,3,4,5 7,8,10, 12	1,3,4,5 7,8,10, 12	5,10	10	———	———	+8
	2) Hosiery Packager	———	———	———	———	———	———	———
2. A.W.	1) Hosiery Packager	———	Moved to new Placement at end of 2 weeks.					
	2) Clerical Worker	———	———	Placement ended after 4 weeks.				
	3) Worker in Printing Firm	1,3,8,9	1,8,9	1,8	School out at end of 10 weeks			+2
3. W.A.	1) Janitorial Helper	———	Dropped from program at end of 2 weeks because of Absenteeism.					
4. K.P.	1) Hosiery Packager	1,3,4,5 7,8,9 12	1,4,5,7 8,9,12	4,5,7,8 9,12	5,7,8	5,7,8	7,8	+6
	2) Fabric Sheeter & Cutter	1,3,4,5, 7,8,9 12	1,4,5,7 8,9,12	Ended Placement end of 6 weeks				+1
	3) Clerical Worker	1,4,6,7, 8,9	1,4,6 7,8,9	Ended Placement end of 3 weeks				———
5. S.W.	1) Hosiery Packager	5,7,8 10,11,12	10,11	10,11	Moved to new Placement after 10 weeks			+4
	2) Child Care Worker	1,5,7, 10,12	1,10,12	Placement ended after 10 weeks because of Absenteeism				+2
6. S.I.	1) Clerical Worker	1,3,4,5 6,7,8 9,12	1,4,5,6 7,8,9 12	Ended Placement at end of 5 weeks				+1
	2) Hosiery Packager	4,5,6,7 8,9,12	5,6,7 8,9,12	5,6,7 8,12	School out at end of 11 weeks			+2
7. S.J.	1) Child Care Worker	1,3,4,8	1,3,4,8	4,5,6,7 8	Ended Placement at end of 11 weeks because of Absenteeism			-1
	2) Hosiery Packager	4,5,6,7, 8,12	6	———	School out at end of 6 weeks			+5
8. C.W.	1) Baby Pant Turner, Straightener, Labeler	4,8	4	Moved to new Placement at end of 5 weeks				+1
	2) Hospital Worker in Central Service	1	1	Hospital asked to discontinue placement; "too much supervision needed."				
	3) Housekeeping Worker in Convalescent Center	1,3,4, 7,8,9	1,3,4, 7,8,9	7	7	School out at end 15 weeks		+6
9. L.S.	1) Cleaner of Telephones	Returned to Classroom at end of 3 days because of inappropriate behavior.						
10. K.S.	1) Hosiery Packager	7,8,9,12	7	Moved to new Placement end 3 weeks				+3
	2) Busboy	1,4,5,8	8	Moved to new Experience and 6 weeks				+3
	3) Kitchen Helper	7	7	7	7	School ended at end of 14 weeks		+1
11. J.L.	1) Stablehand	1,4,5,7 8,12	1,4,5 7,8,12	1,4,5,7 8,12	Moved to new Placement at end of 11 weeks			———
	2) Janitorial Helper	1,3,4,5 7,8,9, 12	1,3,4, 5,7,8, 9,12	1,3,4, 5,12 School ended at end of 22 weeks	1,5	5	5	+7

Table 8

Analysis of Task Performed in Work Placement

Student's Name	Type Work	Task	Steps Learned out of Total no. Steps	Hours Worked Per Day	Learning Time (in weeks)
1. C.W.	1) Worker in Manufacturing Firm	(1) Turning Pants	9/9	2	14 weeks
		(2) Straightening Pants	11/11	2	14 weeks
		(3) Labeling Pants	13/13	2	3 weeks
	2) Packaging Employee	(1) Packaging Hosiery	19/20	2	3 weeks
2. A.W.	1) Packaging Employee	(1) Packaging Hosiery	20/20	1½	5 weeks
	2) Clerical Worker	(1) Counting & Banding Test Booklets	8/8	3	2 weeks
		(2) Banding computer cards	11/12	3	2 weeks
		(3) Stamping Test Forms	13/13	3	1 week
		(4) Coding Test Forms	7/8	3	1 week
	3) Worker in Print Shop	(1) Reproducing Blue Prints	10/16	1	6 weeks
		(2) Opaquing Negatives	10/11	1	10 weeks
3. W.A.	1) Janitorial Helper	(1) Sweeping Stairwells	9/10	3	1 week
		(2) Sweeping Outside Steps	7/7	3	1 week
		(3) Washing Windows	4/4	3	(3 days)
4. K.P.	1) Packaging Employee	(1) Packaging Hosiery	18/20	2	17 weeks
	2) Fabric Sheeter & Cutter	(1) Sheeting Plastic	9/16	3	6 weeks
		(2) Cutting Garments	4/15	3	6 weeks
		(3) Stacking Garments	1/5	3	6 weeks
	3) Clerical Worker	(1) Stapling Tests	5/8	3	3 weeks
5. S.W.	1) Packaging Employee	(1) Packaging Hosiery	19/20	2	9 weeks
	2) Child Care Worker	(1) Assisting Teacher	5/6	2	2 weeks
		(2) Washing Juice Glasses	7/8	2	3 weeks
		(3) Essential Work Attitudes & Behaviors	1/3	2	4 weeks
6. S.I.	1) Clerical Worker	(1) Banding Test Booklets	4/9	3	4 weeks
		(2) Banding Computer Cards	9/13	3	4 weeks
		(3) Banding Plastic Bags	9/10	3	4 weeks
	2) Packaging Employee	(1) Packaging Hosiery	16/20	2	5 weeks
7. S.J.	1) Child Care Worker	(1) Assisting Teacher	9/9	3	5 weeks
		(2) Serving Juice	2/2	3	2 weeks
		(3) Washing Juice Glasses	6/6	3	4 weeks
		(4) Assisting Cook in Serving Lunch	10/10	3	4 weeks
	2) Packaging Employee	(1) Hosiery Packager	19/20	1½	3 weeks
8. C.W.	1) Manufacturing Firm Employee	(1) Turning Plastic Pants	9/9	3	4 weeks
		(2) Straightening Pants	11/11	3	4 weeks
		(3) Labeling Pants	13/13	3	3 weeks
		(4) Shelving Sealed Packages	4/4	3	1 week
		(5) Sorting Pants Into Dozens	9/9	3	3 weeks
		(6) Making Plastic Bags From Tubing.	7/7	3	3 weeks

Table 8

Analysis of Task Performed in Work Placement

		2) Central Service W Worker	(1) Pick up Requisitions	3/3	3	3 weeks
			(2) Pick up Incoming Packages	12/12	3	3 weeks
			(3) Pick up Items for Autoclaying	14/14	3	3 weeks
			(4) Folding Underpads	8/8	3	3 weeks
			(5) Opening Cartons	3/6	3	2½ weeks
			(6) Preparing OB Cups	15/15	3	4 weeks
			(7) Separating Requisition Forms	3/3	3	3 weeks
			(8) Disposing of Empty Cartons	9/9	3	3 weeks
			(9) Stocking Shelves	3/5	3	3 weeks
			(10) Cleaning Shelves	2/4	3	1 week
			(11) Washing Solution Bottles	7/10	3	2 weeks
		3) Housekeeping Worker in Convalescent Center	(1) Preparing Cleaning Solution	7/7	1½	6 weeks
			(2) Washing Flat Surfaces	13/13	1½	6 weeks
			(3) Cleaning Glass Surfaces	5/5	1½	3 weeks
			(4) Cleaning Sink Strainer	4/4	1½	3 weeks
			(5) Cleaning Sink	11/11	1½	5 weeks
			(6) Cleaning Toilet Bowl	15/16	1½	4 weeks
			(7) Cleaning Support Rails & Towel Bars	3/3	1½	4 weeks
			(8) Mopping Bathroom Floors	18/18	1½	10 weeks
			(9) Cleaning Ventian Blinds	10/14	3	6 weeks
			(10) Moving Cleaning Cart From Utility Room to Work	19/19	1½	3 weeks
			(11) Moving Cleaning Cart From Housekeeping Room to Work Area	14/14	1½	3 weeks
			(12) Keeping Record of Rooms Cleaned	7/7	1½	3 weeks
			(13) Cleaning Wastebaskets	7/7	1½	3 weeks
			(14) Filling Paper Towel Dispenser	2/9	1½	2 weeks
			(15) Filling Liquid Soap Dispenser	9/9	1½	10 weeks
9.	L.S.	1) Phone Cleaner	(1) Cleaning Telephones	0/11	2	(3 days)
10.	K.S.	1) Packaging Employee	(1) Packaging Hosiery	16/20	3	4 weeks
		2) Busboy	(1) Busing Dishes	13/17	3	4 weeks
			(2) Unloading dishes from cart	13/13	3	4 weeks
			(3) Loading dishwasher	4/5	3	4 weeks
			(4) Unloading dishwasher	6/10	3	4 weeks
			(5) Mopping Floor	6/9	3	4 weeks
			(6) Cleaning Restrooms	6/13	3	6 weeks
			(7) Cleaning Storeroom Shelves	6/7	3	6 weeks
			(8) Emptying Garbage	6/6	3	7 weeks

Table 8

Analysis of Task Performed in Work Placement

	3) Kitchen Helper in Restaurant	(1) Peeling Potatoes	5/6	3	4 weeks
		(2) Grating Potatoes	12/12	3	13 weeks
		(3) Washing & Peeling Carrots	9/10	3	5 weeks
		(4) Preparing Sausage Patties	2/5	3	3 weeks
		(5) Refilling French Batter Supply	7/8	3	3 weeks
		(6) Preparing Potatoes for Baking	8/9	3	9 weeks
		(7) Assisting Cook on Grill: Cooking Pancakes	3/4	3	15 weeks
		(8) Assist. Cook: Browning Toast	3/4	3	15 weeks
		(9) Assist. Cook: Buttering Toast	6/6	3	15 weeks
		(10) Assist. Cook: Assembling Hamburgers	9/11	3	15 weeks
		(11) Washing Pots & Mixing Bowls	9/9	3	5 weeks
11. J.L.	1) Stablehand in Large Equestrian Center	(1) Sweeping Barn Aisles	4/4	3	6 weeks
		(2) Cleaning Grandstands	7/8	3	5 weeks
		(3) Sprinkling Arena	3/8	3	5 weeks
		(4) Removing Rocks from Arena	3/5	3	2½ weeks
		(5) Oiling Saddles	6/7	3	3 weeks
		(6) Cleaning Hay from Barn Floor	2/4	3	7 weeks
		(7) Cleaning Stalls	2/4	3	9 weeks
		(8) Placing Fresh Bedding In Stalls	2/5	3	4 weeks
		(9) Essential Work Attitudes & Behaviors	1/8	3	11 weeks
	2) Janitorial Helper	(1) Washing Chairs	17/17	2	4 weeks
		(2) Preparing Cleaning Solution	6/6	2	3 weeks
		(3) Washing Baseboards	8/8	2	3 weeks
		(4) Cleaning Walls	5/5	2	3 weeks
		(5) Washing Doors	6/6	2	4 weeks
		(6) Cleaning Graphic Arts Room	8/8	2	4 weeks
		(7) Emptying Wastebaskets	5/5	2	4 weeks
		(8) Cleaning Chalkboards	6/6	2	6 weeks
		(9) Preparing Chalk Trays	6/6	2	7 weeks
		(10) Cleaning Erasers	7/7	2	6 weeks
		(11) Using Carpet Sweeper	8/8	2	5 weeks
		(12) Cleaning Student Center	9/9	2	5 weeks
		(13) Washing Wastebaskets	10/10	2	4 weeks
		(14) Essential Work Attitudes & Behaviors	7/12	2	21 weeks

Title of Project:	*Classroom Services to Emotionally Disturbed*
Location of Project:	*Area I, Portland Public Schools*
Type and Number of Children Served:	*94 Emotionally Disturbed*
Funding Allocated:	*$17,459*
Project Beginning Date:	*July 1, 1973*
Project Ending Date:	*June 30, 1974*

Background and Rationale:

The needs assessment conducted by the Teaching Research Division for the State Board of Education in December, 1971, identified emotionally disturbed students as one of the priority concerns of the state in the field of Special Education.

The 1972-1973 Title VI Program was developed as a result of a needs survey done in Area I. The survey indicated that teachers felt a great need for help with children exhibiting deviant behavior.

Fifty students were served in 1972-1973. This served only a portion of the children who needed hlep.

In order to serve many more students and greatly increase the number of trained teachers who can deal with emotionally disturbed children, the 1973-1974 program was expanded. The Title VI Specialist, Trend Coordinator, and Learning Problems Specialist joined together to form the Area I Behavior-Learning Team.

As a member of the Area I Behavior-Learning Team, the Title VI Specialist's prime focus was to provide specific help and training for classroom teachers. Since the training was clinical in nature, specific children were being served at the same time the teachers were being trained.

Objectives and Evaluation Plan:

1. *Emotionally disturbed students will exhibit behaviors consistent with reasonable classroom expectations.*

Pre-posttests using the Hill-Walker Behavioral Checklist will be administered. Behavioral data will be collected during the intervention programs to determine the desired deceleration of deviant behaviors.

2. *Teachers will increase the number of positive comments and freeing responses to students.*

Analysis of teacher talk in terms of positive and negative comments will be made upon initiation of the project and at the conclusion. Specialist will develop format to be used. (Six teachers with a minimum of 3 observations per teacher.)

3. *The teachers will apply techniques of behavior modification.*

The teachers will write a program for the child pinpointing the exact movement cycle that will describe the antecedents and subsequent events and the method of measurement. Five programs will be submitted in the final report.

Methodology:

The job responsibilities were designated: Coordination of the Area I Title VI project to provide services to emotionally disturbed and learning disabled students in nine elementary schools, work with principals and teachers in developing pupil management programs, collect data about student behavior in classrooms for use in consultation with teachers to design programs for behavior improvement, design and conduct inservice classes for teachers, and serve as a member of the Area I Pupil Management Team. The Area I Pupil Management Team, now titled the Area I Behavior-Learning Team, is composed of:

Title VI Specialist (Behavior Specialist)
Trend Coordinator (Classroom Management Specialist)
Learning Disabilities Specialist

The team members co-authored and now co-teach the Area inservice class Ed. 113.1, Extreme Learning Problems and Alternative Approaches with Problem Behavior. The team links its discreet specialities to provide a better training coverage in target schools. Team members receive and give feedback to one another in order to improve individual effectiveness and to acquire additional skills.

Teacher training was the prime focus to bring about specific identifiable pupil behavior change. The Title VI Specialist conducted the training through individual consultation with teachers, instructional aides, and volunteer parent tutors; demonstration teaching in the classroom; demonstration of individual pupil and group counseling sessions; teachers observing parent behavior management conference sessions; faculty meeting seminars; in-school workshops; and through co-teaching two Area I inservice classes.

163

The training included identifying and describing specific behavior; gathering baseline data; implementing a variety of alternative classroom management approaches and strategies; applying the principles of reinforcement, shaping and extinction in a systematic way; and collecting post-plan data for evaluation. Also included was developing and improving the communication skills of teachers. In addition, included in the Area I inservice classes was instruction in meeting the learning needs of children with extreme learning problems.

The Area inservice classes were titled Extreme Learning Problems and Alternative Approaches with Problem Behavior. The Behavior-Learning Team, as co-teachers, shared responsibilities for the instruction in behavior management, communication skills, and extreme learning problems.

The team used a variety of instructional techniques including lecture, small and large group discussion, diads-triads, film, role plays and simulation activities. The following objectives were specified for the classroom teachers in training:

Extreme Learning Problems and Alternate Approaches with Problem Behavior – Ed. 113.1

As a result of participation in this class, teachers will be able to:

1. Use the services that are offered by the behavioral/learning pupil/management team.
2. Identify the student behavior and select appropriate behavior to be changed.
3. Evaluate qualitatively and quantitatively the nature of the child's behavior to be changed.
4. Set an appropriate target for the teacher and the child.
5. Use alternative methods in the area of pupil management.
6. Develop a systematic plan to alter pupil behavior.
7. Identify own behavior and select specific behavior to be changed.
8. Acquire communication skills.
9. Develop a success-oriented learning environment.
10. Identify specific learning problems.
11. Diagnose and prescribe for learning problems.
12. Develop a specific remedial program for students with learning problems.
13. Become familiar with current learning and behavior diagnostic tools.

Results:

1. Emotionally disturbed students will exhibit behaviors consistent with reasonable classroom expectations.

Forty teachers completed the Hill-Walker Problem Behavior Identification Checklist (Pre and Post Behavior Intervention Plan). Then the items were grouped into five behavior categories: Acting Out, Withdrawal, Distractability, Disturbed Peer Relations, and Immaturity.

The graphs were examined to see the Substantial Changes (Decreased and Increased) that had occurred in Behavior Frequency. Substantial changes were listed allowing the teacher to see where and to what degree the behaviors (student and teacher) had changed.

This information provided each teacher the opportunity to analyze his/her own total success in employing a variety of alternative approaches with problem behavior. (See Tables 1,2,3,4,5,6,7,8,9,10 & 11 for samples of this data.)

Table 1
Hill-Walker Problem Behavior Identification Checklist

Teacher: V.H.

Student: #66

Student Behaviors Which Decreased Substantially
(^ 2 or more on FREQUENCY SCALE)

	February	April
Acting Out:		
32. Does not obey until threatened with punishment	Hourly	Never
Withdrawal:		
37. Has no friends	Weekly	Never
Distractibility:		
13. Underachieving: Performs below his demonstrated ability level	Daily	Never

Student Behaviors Which Increased Substantially
(^ 2 or more on FREQUENCY SCALE)

	February	April
Acting Out:		
1. Complains about others' unfairness and/or discrimination toward him	Never	Daily
27. Has temper tantrums	Never	Daily

Table 2
Hill-Walker Problem Behavior Identification Checklist

Teacher: V.H.

Student: #66

Teacher Reactions Which Decreased Substantially
(^ 2 or more on RATER REACTION SCALE)

	February	April
Acting Out:		
32. Does not obey until threatened with punishment	Moderately Disturbs	Does not Disturb

Table 3

Hill-Walker Problem Behavior Identification Checklist

Teacher: E.C.

Student: #50

Student Behaviors Which Decreased Substantially
(△ 2 or more on FREQUENCY SCALE)

	February	April
Acting Out:		
12. Distorts the truth by making statements contrary to fact	Hourly	Weekly
30. When teased or irritated by other children, takes out his frustrations on another inappropriate person or thing	Daily	Never
35. Openly strikes back with angry behavior to teasing of other children	Weekly	Never
Distractibility:		
14. Disturbs other children: teasing, provoking fights, interrupting others	Hourly	Weekly
19. Approaches new tasks and situations with an "I can't do it" response	Weekly	Never
Disturbed Peer Relations:		
25. Comments that nobody likes him	Weekly	Never
26. Repeats one idea, thought, or activity over and over	Daily	Never

Student Behaviors Which Increased Substantially
(△ 2 or more on FREQUENCY SCALE)

	February	April
Acting Out:		
38. Must have approval for tasks attempted or completed	Never	Daily
46. Reacts with defiance to instructions or commands	Weekly	Hourly

Table 4

Hill-Walker Problem Behavior Identification Checklist

Teacher: E.C.

Student: #50

Teacher Reactions Which Decreased Substantially
(^ 2 or more on RATER REACTION SCALE)

	February	April
Acting Out:		
18. Argues and must have the last word in verbal exchanges	Greatly Disturbs	Slightly Disturbs
30. When teased or irritated by other children, takes out his frustrations on another inappropriate person or thing	Very Greatly Disturbs	Does not Disturb
35. Openly strikes back with angry behavior to teasing of other children	Very Greatly Disturbs	Does not Disturb
46. Reacts with defiance to instructions or commands	Greatly Disturbs	Does not Disturb
Distractibility:		
10. Is overactive, restless and/or continually shifting body positions	Greatly Disturbs	Does not Disturb
19. Approaches new tasks and situations with an "I can't do it" response	Moderately Disturbs	Does not Disturb
Disturbed Peer Relations:		
25. Comments that nobody likes him	Moderately Disturbs	Does not Disturb
26. Repeats one idea, thought, or activity over and over	Moderately Disturbs	Does not Disturb

Teacher Reactions Which Increased Substantially
(^ 2 or more on RATER REACTION SCALE)

	February	April
Disturbed Peer Relations:		
7. Will destroy or take apart something he has made rather than show it or ask to have it displayed.	Moderately Disturbs	Very Greatly Disturbs

Table 5

Hill-Walker Problem Behavior Identification Checklist

Teacher: G.A.

Student: #20

Student Behaviors Which Decreased Substantially
(△ 2 or more on FREQUENCY SCALE)

		February	April
Acting Out:			
1.	Complains about others' unfairness and/or discrimination toward him	Weekly	BiMonthly
4.	Becomes hysterical, upset, or angry when things do not go his way	Daily	BiMonthly
16.	Makes distrustful or suspicious remarks about actions of others toward him	Weekly	BiMonthly
21.	Habitually rejects the school experience through actions or comments	Weekly	BiMonthly
31.	Has rapid mood shifts: low one moment, high the next	Weekly	BiMonthly
35.	Openly strikes back with angry behavior to teasing of other children	Weekly	BiMonthly
39.	Displays physical aggression toward objects or persons	Monthly	Never
Distractibility:			
9.	Has difficulty concentrating for any length of time	Daily	BiMonthly
24.	Continually seeks attention	Weekly	BiMonthly
50.	Frequently stares blankly into space and is unaware of his surroundings when doing so	Weekly	Never
Immaturity:			
8.	Other children act as if he were taboo or tainted	Weekly	BiMonthly

Table 6

Hill-Walker Problem Behavior Identification Checklist

Teacher: G.A.

Student: #20 (Continued)

Student Behavior Which Increased Substantially

(△ 2 or more on FREQUENCY SCALE)

	February	April
Acting Out:		
38. Must have approval for tasks attempted or completed	Never	Daily
46. Reacts with defiance to instructions or commands	BiMonthly	Weekly
Disturbed Peer Relations:		
5. Comments that no one understands him	Never	Monthly

Table 7

Hill-Walker Problem Behavior Identification Checklist

Teacher: G.A.

Student: #20

Teacher Reactions Which Decreased Substantially

(△ 2 or more on RATER REACTION SCALE)

	February	April
Acting Out:		
21. Habitually rejects the school experience through actions or comments	Moderately Disturbs	Does not Disturb
46. Reacts with defiance to instructions or commands	Moderately Disturbs	Does not Disturb
Distractibility:		
14. Disturbs other children: teasing, provoking fights, interrupting others	Moderately Disturbs	Does not Disturb
Disturbed Peer Relations:		
18. Argues and must have the last word in verbal exchanges	Moderately Disturbs	Does not Disturb
27. Has temper tantrums	Moderately Disturbs	Does not Disturb

Table 8

Hill-Walker Problem Behavior Identification Checklist

Teacher: J.M.

Student: #24

Student Behaviors Which Decreased Substantially
(△ 2 or more on FREQUENCY SCALE)

	February	April
Acting Out:		
12. Distorts the truth by making statements contrary to fact	Weekly	Never
18. Argues and must have the last word in verbal exchanges	Daily	BiMonthly
46. Reacts with defiance to instructions or commands	Daily	Monthly
Disturbed Peer Relations:		
5. Comments that no one understands him	Weekly	BiMonthly
40 Is hypercritical of himself	Daily	Monthly

Table 9

Hill-Walker Problem Behavior Identification Checklist

Teacher: J.M.

Student: #24

Teacher Reactions Which Decreased Substantially
(^ 2 or more on RATER REACTION SCALE)

	February	April
Acting Out:		
12. Distorts the truth by making statements contrary to fact	Moderately Disturbs	Does not Disturb
18. Argues and must have the last word in verbal exchanges	Very Greatly Disturbs	Slightly Disturbs
Distractibility:		
9. Has difficulty concentrating for any length of time	Moderately Disturbs	Does not Disturb
10. Is overactive, restless, and/or continually shifting body positions	Moderately Disturbs	Does not Disturb
19. Approaches new tasks and situations with an "I can't do it" response	Moderately Disturbs	Does not Disturb
Disturbed Peer Relations:		
5. Comments that no one understands him	Moderately Disturbs	Does not Disturb
25. Comments that nobody likes him	Greatly Disturbs	Slightly Disturbs
Immaturity:		
11. Apologizes repeatedly for himself/or his behavior	Moderately Disturbs	Does not Disturb

Table 10

Hill-Walker Problem Behavior Identification Checklist

Teacher: M.B.

Student: #81

Student Behaviors Which Decreased Substantially
(△ 2 or more on FREQUENCY SCALE)

		February	April
Acting Out:			
4.	Becomes hysterical, upset, or angry when things do not go his way	Weekly	Never
18.	Argues and must have the last word in verbal exchanges	Monthly	Never
30.	When teased or irritated by other children, takes out his frustrations on another inappropriate person or thing	Monthly	Never
31.	Has rapid mood shifts: low one moment, high the next	Daily	Never
32.	Does not obey until threatened with punishment	Daily	Never
35.	Openly strikes back with angry behavior to teasing of other children	Weekly	Never
38.	Must have approval for tasks attempted or completed	Daily	Never
39.	Displays physical aggression toward objects or persons	Weekly	Never
Withdrawal:			
29.	Does not engage in group activities	Weekly	Never
Distractibility:			
6.	Perfectionistic: Meticulous about having everything exactly right	Weekly	Never
13.	Underachieving: Performs below his demonstrated ability level	Hourly	Never
19.	Approaches new tasks and situations with an "I can't do it" response	Weekly	Never
41.	Does not complete tasks attempted	Daily	Monthly
Disturbed Peer Relations:			
7.	Will destroy or take apart something he has made rather than show it or ask to have [illegible] displayed	Weekly	Never
26.	Repeats one idea, thought, or activitiy over and over	Monthly	Never
40.	Is hypercritical of himself	Daily	Never
Immaturity:			
11.	Apologizes repeatedly for himself and/or his behavior	Weekly	Never

Table 11

Hill-Walker Problem Behavior Identification Checklist

Teacher: M.B.

Student: #81

Teacher Reactions Which Decreased Substantially
(△ 2 or more on RATER REACTION SCALE)

		February	April
Acting Out:			
4.	Becomes hysterical, upset, or angry when things do not go his way	Greatly Disturbs	Does not Disturb
18.	Argues and must have the last word in verbal exchanges	Moderately Disturbs	Does not Disturb
30.	When teased or irritated by other children, takes out his frustrations on another inappropriate person or thing	Greatly Disturbs	Does not Disturb
31.	Has rapid mood shifts: low one moment, high the next	Moderately Disturbs	Does not Disturb
32.	Does not obey until threatened with punishment	Greatly Disturbs	Does not Disturb
25.	Openly strikes back with angry behavior to teasing of other children	Moderately Disturbs	Does not Disturb
39.	Displays physical aggression toward objects or persons	Very Greatly Disturbs	Does not Disturb
Withdrawal:			
29.	Does not engage in group activities	Moderately Disturbs	Does not Disturb
Distractibility:			
6.	Perfectionistic: Meticulous about having everything exactly right	Moderately Disturbs	Does not Disturb
13.	Underachieving: Performs below his demonstrated ability level	Greatly Disturbs	Does not Disturb
19.	Approaches new tasks and situations with an "I can't do it" response	Greatly Disturbs	Does not Disturb
Disturbed Peer Relations:			
7.	Will destroy or take apart something he has made rather than show it or ask to have it displayed	Greatly Disturbs	Does not Disturb
26.	Repeats one idea, thought, or activity over and over	Moderately Disturbs	Does not Disturb
40.	Is hypercritical of himself	Moderately Disturbs	Does not Disturb

Table 11 Continued

	February	April
Immaturity:		
9. Has difficulty concentrating for any length of time	Very Greatly Disturbs	Moderately Disturbs
10. Is overactive, restless, and/or continually shifting	Very Greatly Disturbs	Moderately Disturbs
11. Apologizes repeatedly for himself and/or his behavior	Greatly Disturbs	Does not Disturb

The teachers not completing a Hill-Walker used other means for gathering baseline and post data, usually an Anecdotal Statement, Behavior Definition, and Behavior Count. Reasons for not obtaining this data ranged from the Title VI Specialists' needs to "ease in slowly with the teacher;" teachers having a very negative attitude toward the checklist as a result of its use in the Oregon Medical School Reading Study; quick implementation of behavior change strategies, making pre Hill-Walker unreliable baseline data; transfer or suspension of students before the conclusion of the program; specialist training the teacher in total classroom management, not a specific student; to teachers not turning it in (even with repeated requests).

2. *Teachers will increase the number of positive comments and freeing responses to students.*

The Title VI Specialist collected data on six teachers. All of these teachers had indicated a desire to have more positive interactions with their students.

For teachers #1, #3, and #4, there were four observations made. Teacher #2 made five observations. Teachers #5 and #6 made three observations.

The Teaching Research Observational Form was not used; instead the teacher and the specialist together determined the negative and positive comments to be observed. Although the behaviors to be observed were personalized, they easily fell under the positive and negative categories and can be compared for evaluative data purposes.

Teacher #1 had little verbal or physical interaction with her students. She did not put students down, but neither did she build them up. She wanted to improve the quality of her students' work without "gooing all over them."

Teacher #2 felt she had lost control of her class. After consultation, she became aware that her classroom was a verbal battleground. She selected behaviors she wanted to increase or eliminate.

Teachers #3, #4, #5 and #6 felt they were not as positive as they wanted to be with their students. They decided to "work at it" from "thru strokes to zonk" to "think happy" and "to accentuate the positive – eliminate the negative." Counting the positives and negatives was their plan. Table 12 provides a summary of this data.

Table 12

Positive Responses by Classroom Teachers

Summary Data

Teacher	Pre	Post	Gains
1	42%	65%	23%
2	38%	75%	37%
3	74%	92%	18%
4	69%	73%	4%
5	66%	79%	13%
6	70%	84%	14%

3. *The teachers will apply techniques of behavior modification.*

A Behavior Intervention Plan was written by all the members of the inservice classes, class members used one plan format.

The results of all the plans submitted showed success or partial success in attaining the specific behavior goals set.

The five Intervention Plans included in this report are a representative cross section. Included are plans for grades 1-8. They show varying degrees of success, both in writing a plan and in the implementation of behavior modification principles. The handwritten plans are "as is" – complete with Title VI Specialist's feedback.

Many teachers who were serviced only through consultation at first wrote Behavior Intervention Programs together with the Title VI Specialist. Then afterwards they wrote Behavior Plans independent of the Specialist. A variety of formats were used for these plans; being certain to meet the criteria of including baseline data, behavior goal, treatment plan, and evaluation data. See Table 13 for a sample of a prescriptive program developed and the resulting data.

Table 13

BEHAVIOR MODIFICATION PLAN

Student #50 Manager: E.C.

Age: Grade: 3rd Date Started: March 12, 1974

Behavior Problem: Off Task Behavior

Behavioral Definition: Does not complete work instead wrote on pants with pencil, looked about class & out window, turned eraser over & over, out of seat to bathroom and to sharpen pencil.

Baseline Data:

Date	Time Started	Time Stopped	Total Min. Observed	Movement Cycle	Rate per	Measurement System	Talley
March 13	12:50	12:70	20 min.	10	per period	frequency	卌 卌
March 14	10:00	10:20	20 min.	5	per period	frequency	卌
March 15	12:50	12:70	20 min.	10	per period	frequency	卌 卌

Goal: Cut ½ to get rid of ↔ give 1 pt. for 1 good behavior

Intervention Plan:

Work ¼ ass. – 100% correct

Work ½ ass. – 100% correct

Work total ass. – 100% correct

Reinforcers: Points, ★, free time in classroom

Post-Plan Data:

Date	Time Started	Time Stopped	Total Min. Observed	Movement Cycle	Rate per	Measurement System	Talley
4/14	10:00	10:30	30	4	per period	frequency	||||
4/15	10:00	10:30	30	5	per period	frequency	卌
4/16	10:00	10:30	30	4	per period	frequency	||||

Results: #50 is spending much more time with "on task" behavior and seems to have much more positive attitude ☺
Happy news!! Does he feel good too!!

Table 14 while not related to this objective is a composite of all services provided teaching staff, schools and children during the project.

Third Party Evaluator's Comments:

Comments as to the success of this project are variable. While both children and teachers demonstrated positive behavioral changes in the areas specified, frequently the data were not collected to the degree that was specified and agreed upon. In objective 1, intervention data were not gathered by those teachers who did not participate in the inservice training. The project director reported that the teachers were not cooperative or trained to that degree of sophistication to collect this data. Pretest data on the Walker Behavioral Checklist that was collected was not collected until February 1974.

In objective 2, observations of positive reinforcement versus punishers delivered by teachers, data was collected only on six of forty teachers. This component of the program is critical to the amelioration of behavioral problems in children. Often it can prevent the behavioral problems from occurring in the first place.

In summary, it is hoped that this project could improve their performance in these areas in the future. While the project certainly justified the expenditure of the money, it could have been improved considerably if the procedures had been followed as specified.

Table 14

Served:	Teachers	Instruction Aides	Social Workers & Nurses	Parents & Volunteers	Total Served
Inservice only	21				21
Workshop only	14	1		19	34
Inservice or Workshop & Consultation	27	2		4	33
Consultation only	51	8	5	9	73
Total Served	113	11	5	32	Grand Total 161

Schools Served	
Regularly Served	Total
10	22

Behavior Modification Presentations (2 Staff & 1 Tutor Group)

Students Served				Total
Direct Consultation & Prescriptive Programs	94	Incidental Services	82	176

Behavior Modification Workshops

(1 Staff & 1 Parent Tutor Group)

Title of Project:	*Habilitation of Hearing Impaired Infants*
Location of Project:	*Infant Hearing Resource, administered by Multnomah County Intermediate Education District, Portland, Oregon*
Type and Number of Children Served:	*8 Hearing Impaired Infants*
Funding Allocated:	*$13,674.00*
Project Beginning Date:	*September 5, 1973*
Project Ending Date:	*July 31, 1974*

Background and Rationale:

Prior to September 1973, eight hearing impaired infants under the age of three years had been identified by Infant Hearing Resource in the Portland metropolitan area. No funds were available to provide intensive habilitation for these children and their parents. In addition, there were two major needs in programming for families with hearing impaired infants:

1. A written curriculum for sequential development of auditory and language skills in hearing impaired infants ages 0-4
2. A written curriculum for parents outlining skills and information needed for developing communication in their children.

The project was designed to provide habilitation for the eight children. The parents received intensive training in techniques of modeling and reinforcing language behaviors and developing auditory skills in their children. Curricula objectives for hearing impaired infants and for parents were written.

Objectives and Evaluation Plan:

1. *Each infant (wearing amplification) will learn to discriminate between 5-12 environmental sounds in the home setting.*

The environmental sounds will be specified. Observation of the child's response to these sounds will be recorded. Data will be collected on the Auditory Perceptual Development Form

2. *Each infant will learn to understand 5-15 language stimuli (words or signs, and phrases) within one year.*

Receptive language learned by each child will be recorded on that child's Receptive Language Data Sheet.

3. *Each infant will increase his use of babbling, vocal play and spontaneous expressive language (1-10 words or signs, and phrases) within one year.*

Expressive language learned by each child will be recorded on the Vocalization Data Sheet (pre-speech lalling and babbling) and on the Expressive Language Data Sheet (words and/or signs, phrases).

4. *Each parent will learn techniques for developing listening and language behaviors in his infant.*

A pre-post written test will be administered to the parents. The amount of the child's use of amplification will be recorded. A parent attitudinal questionnaire will be administered at the beginning and at the end of the Project and responses to that questionnaire will be compared and reported in the final report.

5. *Project staff will develop a sequence of behavioral objectives for hearing impaired infants in the curriculum areas of auditory development, receptive language and expressive language.*

Copies of the Curriculum objectives will be ready for evaluation in August 1974 and the Curriculum will be available for dissemination (in rough draft form) and field testing in June 1975.

6. *Project staff will develop a curriculum of behavioral objectives for parents of hearing impaired children which will assist them to train their child more effectively.*

Copies of the Curriculum objectives will be ready for evaluation in August 1974 and the Curriculum will be available for dissemination (in rough draft form) and field testing in June 1975.

Methodology:

Four staff were available to the project on a part or full-time basis. They included:

1) Project Director

The project director filled one of the two part-time teacher positions. She has an M.A. degree in Deaf Education and Guidance. She was instrumental in the initial case finding and diagnostic evaluation of the eight infants enrolled. In addition to teaching five infants and their families, she directed curriculum writing and assisted in running the parent education program. Her expertise in the area of language and auditory development enhanced the process of developing and testing out curriculum objectives for hearing impaired children.

2) Teacher

The second project teacher worked part-time. She has an M.A. degree in Deaf Education. She taught three of the infants and their families in addition to assisting in parent education. She was responsible for a large part of the research and development of behavioral objectives for parent and infant curricula.

3) Non-project teacher

The project utilized the services of a Co-Director of Infant Hearing Resource whose salary was paid through other resources. She has an M.A. degree in Deaf Education and Guidance. She taught two children and participated in the data collection process, parent programming, diagnostic evaluation, curriculum writing and final critique of the project.

4) Volunteer

The services of a part-time typist were available to the project.

A total of eight hearing impaired children between 1 year 7 months and 2 years 9 months of age at the beginning of the Project were enrolled. Data is reported for an additional two children for whom the same habilitation plan was followed. Of these ten children, five had profound hearing losses, three had severe hearing losses and two had moderate-severe hearing losses.

Upon enrollment in the Project, teacher assignments were made and the family orientation process was initiated. Each infant and at least one parent came to the clinic twice a week for 50 minute sessions. Initial sessions involved collection of data on baseline behaviors of the infants, and orientation of their parents. In this process of diagnostic evaluation and observation, the teachers recorded the child's specific developmental level and the number of skills he exhibited in the areas of audition, receptive language, expressive language and prespeech vocalization.

Baseline data were shared with the parents who were then asked to record data in these areas in their child throughout the year. Behavioral objectives were set up for each child with his parents. Time was set aside in these initial sessions for discussion with the parents regarding specific programming for their child, general information regarding specific programming for their child, general information about hearing loss and the education of hearing impaired infants, and particular problems and questions they had. All parents were informed of the following expectations for parents as participants in the Project: they must actively participate in lessons, attend two parent meetings per month, read suggested books and articles, maintain a notebook containing reprints and articles regarding deaf education, keep data on their child's communication growth, know their child's developmental status in all areas, and be aware of his education needs.

During habilitation, teachers demonstrated techniques for the parents who participated in most activities. The sessions included the following: auditory stimulation involving response to voice, noisemakers, environmental sounds or music; language stimuli designed to build receptive and/or expressive language; vocal stimuli designed to encourage babbling, imitation, and words; and, general developmental activities in areas such as visual perception, motor skills, and problem solving.

Once a week each teacher visited the child's home in order to observe the parent engaging his child in a preplanned activity. The teacher provided feedback to the parent about his stimulation techniques, the child's response, the quality of communication between parent and child, and how he met or failed to meet his behavioral objectives. Since a major goal of the project was to train the parents to facilitate communication growth in their children, the home session was one of its most helpful aspects. In the natural home enviornment both parent and child were more relaxed. Our teachers particularly appreciated these sessions as they were forced to step out of the "teacher of the child" role and function in a guidance capacity with parents.

As a result of the frequent habilitation sessions, home visits and parent-teacher discussions, excellent communication lines were established with most families. This intensive family contact was a major asset of the project. The parents expressed an additional need to develop closer contact with other parents and to become familiar with other children in the Project. The daytime group meetings were rap sessions between parents sharing problems and solutions. The more formal evening meetings were designed to impart information on specific topics. Guest speakers included an otologist, the social worker from the public school program for the deaf, a teacher of primary aged deaf children, and parents of a hearing impaired child who has successfully integrated into regular school. During three evening education sessions, parents watched and discussed video tapes of their children's lessons. The tapes demonstrated teaching techniques, different levels of communication development and other educational concepts. All reported that this was the most effective learning medium they experienced.

Throughout the year all learned behaviors for each child were recorded by his teacher. These behaviors included: 1) awareness and discrimination of sound; 2) receptive language; 3) pre-speech vocalization; and 4) expressive language.

Results:

Although the Project funded teachers for eight children, results submitted include two additional children to whom the same objectives applied.

1. *Each infant (wearing amplification) will learn to discriminate between 5-12 environmental sounds in the home setting within one year.*

The auditory stimuli included in this objective as "environmental sounds" were: noisemaking toys, household sounds, voice, speech phonemes, words and phrases. "Discrimination" in this objective means recognition of the sound source or meaning of the sound through audition alone. All of the children in the project did accomplish this objective with the exception of #5 (Table 1). All of the children were aware of additional sounds, but did not yet recognize the sound source or the meaning of these sounds.

Table 1

Number of Sounds Discriminated

Child	Pre 9/73	7/74	Gain
1	0	10	10
2	3	24	21
3	0	23	23
4	4	70	66
5	0	22	2
6	0	6	6
7	2	20	18
8	2	45	43
9	2	12	10
10	0	15	15

2. *Each infant will learn to understand 5-15 language stimuli within one year.*

All children showed an increase in receptive language during the Project year (Table 2). The smallest gain was 17 language stimuli and the largest gain was 206 language stimuli.

It became increasingly difficult to keep track of language understood by children #4 and #8. They soon got to the point that they appeared to understand everything said to them in a routine situation. Many times the only way Project teachers knew that they understood a phrase such as "right there" was when the child began using it expressively.

Although all of the children in the Project showed gain in receptive language levels as measured on the modified Boone Scale (Table 2), it was felt that this scale is of limited value for several reasons. Because of the specific nature of many of the items on the receptive language scale (e.g., "Finds 'baby' in picture when asked.") many children did not score as high as they would have had the items been more general (e.g., "Finds one object in a picture when that object is named."). Thus, if a child happened not to have the name of a particular object in his vocabulary, he did not score. This led to the additional problem that many children scored at higher month levels in expressive language (see Objective 3) than in receptive language. Many of the children missed items below the level of their general functioning and there is no way to take this into consideration in the scoring. Thus, one child who is functioning at the 18-19 month level may have missed six items below that level whereas another child functioning at the same

Table 2

	Boone Scale – Receptive Language Level			Language Stimuli Understood	
Child	9/73	7/74	Pre 9/73	7/74	Gain
1	11-12 mos.	17 mos.	0	26	26
2	15-16 mos.	17-18 mos.	24	71	46
3	12 mos.	17 mos.	4	36	32
4	11-12 mos.	19-20 mos.	10	158	148
5	13-14 mos.	17-18 mos.	2	60	58
6	15-16 mos.	19-20 mos.	11	59	48
7	13-14 mos.	17-18 mos.	6	23	17
8	15-16 mos.	23-24 mos.	35	241	206
9	13-14 mos.	19-20 mos.	1	20	19
10	19-20 mos.	21-22 mos.	25	182	157

level may have accomplished all items below that level. Teacher variability in interpretation of the scale was not anticipated and discussed, leading to some discrepancies in scoring.

All the teachers felt that for children with limited language understanding, the most effective means of measuring gains in receptive language was through observation, testing, and recording of actual language that the child understood. This was accomplished during the Project by recording receptive language on each child's data sheet.

In the future we will have as an additional measure of progress the number of objectives accomplished by the child in the Receptive Language Curriculum developed during the Project year.

3. *Each infant will increase his use of babbling, vocal play and spontaneous Expressive Language (1-10 words or words with signs and phrases) within one year.*

All infants increased their vocal production in the following areas: consonant-vowel combinations used (Table 3), phonemes used (Table 3) and, words or signs, signs with vocalization or signs with words used (Table 4). None of the ten children were using word or sign combinations (as in a phrase, telegraphic speech or sentence) prior to September 1974. By the end of the year, six of the children had used at least one such combination and three children used more than 30 such combinations. All children showed gains in Expressive Language as measured on the Boone Scale (Table 5).

Table 3

	Number of Different Consonant-vowel Combinations Used Spontaneously			Number of Different Phonemes Used					
				Pre 9/73		7/74		Gain	
Child	Pre 7/73	7/74	Gain	v	c	v	c	v	c
1	2	14	12	2	3	8	8	6	5
2	6	18	12	9	5	10	11	1	6
3	2	66	64	6	4	10	18	4	14
4	*	*	*	8	7	17	20	9	13
5	0	13	13	0	1	8	6	8	5
6	1	3	2	2	1	7	5	5	4
7	4	9	5	4	7	9	13	5	6
8	*	*	*	8	13	15	18	7	5
9	2	5	3	2	2	7	10	5	8
10	1	19	18	2	1	11	8	9	7

*Beyond babbling stage.

Table 4

	Words or Signs/Words Used Spontaneously			Combinations of Words or Signs/Words Used Spontaneously		
Child	Pre 9/73	7/74	Gain	Pre 9/73	7/74	Gain
1	0	24	24	0	0	0
2	8	45	37	0	9	9
3	0	11	11	0	0	0
4	7	47	40	0	48	48
5	2	37	35	0	1	1
6	8	35	27	0	1	1
7	3	16	13	0	0	0
8	23	220	197	0	91	91
9	0	19	19	0	0	0
10	6	156	150	0	32	32

Table 5

Boone Scale
Expressive Language Level

Child	9/73	7/74
1	11-12 mos.	15-16 mos.
2	13-14 mos.	19-20 mos.
3	9-10 mos.	15-16 mos.
4	17-18 mos.	21-22 mos.
5	9-12 mos.	19-20 mos.
6	11-12 mos.	21-22 mos.
7	7- 8 mos.	17-18 mos.
8	17-18 mos.	23-24 mos.
9	15-16 mos.	21-22 mos.
10	19-20 mos.	23-24 mos.

One of the most interesting and informative observations made during the Project is that children who can learn language aurally do progress through the same expressive language stages followed by normal hearing children. Children who do not have sufficient amplified residual hearing to learn language solely through audition remain in the babbling stage for long periods of time while learning a small number of oral words. When signs are added to aural/oral input, these children make rapid gains in communication skills. Their expressive language consists in the main of signs with vocalization, with word approximation or with words, since that is what is being modeled for them.

4. *Each parent will learn techniques for developing language and listening behavior in their child.*

Two problems prevent a completely meaningful report of gains that parents of hearing impaired infants achieved during the year. The major goal for parents involved in the Project was to learn performance skills that would enable them to provide their child with the best possible milieu for learning auditory skills and language. However, until it was developed during the course of the year as part of this Project, there was no curriculum enumerating what these performance skills were, nor were there any means of pre and post evaluation of these skills.

The second problem is caused by an oversight on the part of the Project teachers who did not administer a pretest to parents that evaluated their knowledge of education material. Moreover, the project reports, "The posttest administered indicated either that we did not teach very many parents very much, or that we asked the wrong questions. In retrospect, we feel it was the latter, having asked parents for very specific information requiring recall that would tax the memory of a professional in the field of language development. (Table 6)

On the positive side, the performance skills that we could measure through observation indicated extremely good cooperation on the part of the parents. At least one parent per family was required to be present for and participate in each 50 minute tri-weekly session. Cancellations except for illness were extremely rare. Attendance at the 11 evening parent meetings was fair."

Table 6

**Parent answered 75% (17 of 23)
of questions on written quiz correctly**

Child		Yes	No	Number Answered Correctly
1:	father		x	16
	mother		x	10
2:	father			*
	mother			*
3:	father		x	13
	mother		x	13
4:	father			*
	mother		x	11
5:	father	x		18
6:	mother	x		20
7:	father			*
	mother		x	13
8:	mother		x	10
9:	father			*
	mother			*
10:	father	x		21
	mother	x		21

*Did not attend meeting at which quiz was given; would not take quiz or unavailable thereafter.

Parents took excellent care of hearing aids, with only three families needing improvement in on-going maintenance of hearing aids. (Table 8)

A parent interview was done with at least one member of each family in September 1973 and again in September 1974 to assess the parent's ability to describe their child's development in auditory and language skills and to determine if any changes in attitude relative to their child occurred during the year. At the beginning of the year parents were asked "What are your goals for your child this year?" and at the end of the year, "What was accomplished in this past year with your child?". In six cases the parents indicated by their answer at the end of the year that their goals had been accomplished. In two cases parents indicated that their child had accomplished more than they had set as goals at the beginning of the year.

Three parents had responses in July 1974 that, when compared with their responses in September 1973, indicated a significant and positive change in attitude toward their child.

Parent A: "What did you learn last year?"

Table 7

**Parent attended 75% (8 of 11)
evening parent meetings**

Child		Yes	No	Number Attended
1:	father		x	1 (lived 50 miles away)
	mother		x	1
2:	father		x	4
	mother		x	5
3:	father	x		11
	mother	x		11
4:	father		x	3
	mother		x	7
5:	father		x	3
6:	mother		x	5
7:	father		x	1
	mother		x	9
8:	mother	x		7
9:	father		x	3
	mother		x	0 (worked nights)
10:	father		x	6
	mother	x		11

Table 8

Use and Maintenance of Hearing Aids

	Hearing Aids Worn Full-time		Hearing Aids Maintained		
Parents of	Yes	No	Always	Usually	Seldom
1	x		x		
2	x		x		
3	x			x	
4	x			x	
5&6	x			x	
7	x		x		
8	x		x		
9	x		x		
10	x		x		

Answer 7/74: "We thought we had an abnormal child who would never be able to take care of himself. (Now) it (hearing loss) is more of a nuisance than a handicap."

Parent B: "How do you feel about your child's potential?"

Answer 9/73: "If she is aggressive enough her potential is the same as her siblings. If she doesn't want to be a part of the hearing world, that is her problem. She's got to be motivated and aggressive."

Answer 7/74: "I think she has a good chance now, as long as we are reasonable and don't push too much."

Parent C: "How do you feel about your child's potential?"

Answer 9/73: "I have visions of him speaking clearly and being completely normal."

Answer 7/74: "He has a different way of learning things – he may not fit into a mold." (A very accurate portrayal.)

The project further reports:

"We have learned several things about the way in which parents best learn the skills and information they need to best help their child. We learned that information (e.g., parts of the ear, hearing aids, language development) can best be imparted and tested on an individual basis during habilitation sessions as opposed to during group meetings. We also learned that the most effective way to discuss techniques of teaching a skill is to demonstrate, and the most practical way of demonstrating to a group is to use video-tape segments that have been developed to make a specific point.

Evaluation of parents will be much more precise and meaningful in the future because the parent curriculum developed during this project year specifies measureable behaviors that can be taught. Pre and post evaluation can consist in part by counting the behaviors that the parent had at the beginning of the year and the number they have attained by the end of the year."

5. *To develop a sequence of behavioral objectives for hearing impaired children in the curriculum areas of auditory development, receptive language and expressive language.*

The sequence of behavioral objectives for hearing impaired children is too long to include in this report. Copies are available through Infant Hearing Resource, Portland, Oregon.

6. *To develop a sequence of behavioral objectives for parents of hearing impaired children which will assist them in training their child more effectively.*

The sequence of behavioral objectives for hearing impaired children is too long to include in this report. Copies are available through Infant Hearing Resource, Portland, Oregon.

Third Party Evaluator's Comments:

Each of the objectives in this project have been met. Children progressed in each of the specified areas and parent participation and involvement was greater than could normally be expected based on this evaluator's experience in parent training. However, one further comment is relevant to the parent training component of this project. The project staff determined that parent performance when training their child is of maximum value to the parent, not theoretical information about hearing impaired children and/or the normal development of speech and language. This third party is in total agreement with these statements.

The behavioral objectives designed for hearing impaired infants and their parents are indicative of much work and forethought by the project staff. Both documents should allow them to provide better training in the future and should be valuable to other programs who have responsibility to train hearing impaired children.

Title of Project:	*Itinerant Language/Learning Disorders*
Location of Project:	*Portland Public Schools District #1* *Speech and Hearing Services* *Child Service Center*
Type and Number of Children Served:	*21 children with language or learning disorders*
Funding Allocated:	*$15,500.00*
Project Beginning Date:	*July 1, 1973*
Project Ending Date:	*June 30, 1974*

Background and Rationale:

During the 1972-73 school year the Special Program for Children with Extreme Language/Learning Disorders began under auspices of Title VI-B. The Project was extremely successful in reaching its goal to meet the needs of children displaying language/learning disorders within their own regular classroom setting. The project established a model for working with children with special programs, and with their classroom teachers.

During the project year it was evident that this type of a program was a necessity in reaching children and teachers. Increasing numbers of children were identified as having language and/or learning problems, and existing services were not meeting their needs. It was also evident that teachers needed specific help in identifying children with special learning problems and providing appropriate educational strategies.

Objectives and Evaluation Plan:

1. *To perform at grade level in areas of reading, spelling, and math by June 1974.*

Criterion Reference Inventories for reading, spelling, math and writing will be used. In addition, the Jastak Wide Range Achievement Test will be used.

2. *To acquire receptive and expressive language skills which will allow the child to function adequately in the classroom.*

Audio-tape recordings of language samples will be taken for each child enrolled and the mean length of response will be evaluated over the school year. In addition, the Los Angeles Developmental Language Program will be utilized to evaluate expressive and receptive language.

3. *To provide indirect service in areas of prescriptive programs, materials and diagnosis to classroom teachers.*

A list of services provided to teachers will be submitted in the final report.

4. *To provide training for classroom teachers which will allow them to assess children's needs in the academic and language areas and design intervention strategies in the form of individual prescriptive programs.*

To evaluate this objective examples will be submitted of programs designed by classroom teachers.

These evaluation procedures were agreed upon in February of 1974 and differ slightly from those outlined in the initial proposal.

Results:

1. *Children will perform at grade level in areas of reading, spelling and math by June 1974.*

The evaluation procedures for academic programs were: the Jastak Wide Range Achievement Test (WRAT) and Criterion Referenced Inventories in reading, spelling and math. The following data were obtained on each child who evidenced difficulty on the pretest. These are the children who were programmed for remediation of the particular problem apparent in the initial evaluation. If the child performed at grade level, he was not included in the remedial program and his scores are not included in the following data. (Coding on data charts: a slash through a score indicates this score was not included in computing mean scores as data on pre and posttests were not complete.)

Table 1 demonstrates the gains made by 21 children on the Wide Range Achievement Test.

The Criterion Referenced Inventories that are used in the program are a breakdown of academic skills into sequenced steps. The data are shown in total number of responses per minute over the number of errors (e.g. 63/2 would be interpreted as 63 responses per minute with two errors).

Tables 2 through 6 are indicative of gains made on specific reading behaviors by all 21 children.

Table 7 demonstrates gains made on the Wide Range Achievement Test.

Table 1

Academic Scores – Reading
Jastak Wide Range Achievement Test
All Children Programmed for Reading

Child	Pretest	Posttest	Difference	Time Enrolled (months)
1		moved	––	––
2	2.4	3.6	+1.2	5 month
3	1.9	3.1	+1.2	5
4	1.9	3.0	+1.1	7
5	2.2	3.5	+1.3	6
6	1.8	3.1	+1.9	5
7	1.2	2.5	+1.3	8
8	k.6	3.8	+3.2	8
9	1.2	1.6	+ .4	8
10	1.3	3.3	+2.0	6
11	1.5	3.1	+1.6	8
12	1.3	1.6	+ .3	1
13	1.6	1.9	+ .3	2
14	1.3	2.7	+1.4	6
15	3.0	3.6	+ .6	2
16	1.2	2.3	+1.1	4
17		moved	––	––
18		moved	––	––
19	k.8	1.0	+ .2	5
20	4.2	4.5	+ .3	3
21	1.4	2.0	+ .6	2
	$\overline{x}$ = 1.7	$\overline{x}$ = 2.8	$\overline{x}$ =1.1	5 months average time in program

The children enrolled in the reading program made an average gain of 1.1 grade levels in five months, or 2.2 times growth in one month of school. Significant growth is two months progress for every month enrolled.

Children (#1-#14) seen on a daily basis by the Itinerant Language/Learning Disorders teacher made an average gain of 1.3 grade levels in six months, or 2.2 times growth in one month of school.

Children (#15-#21) who were given prescriptive programs for classroom teachers or aides to implement made an average gain of .6 grade levels in three months, or two times growth in one month of school.

Table 2

Criterion Referenced Inventory
For All Children Programmed for Reading

Consonants: Data given in total number of responses per minute.
number of errors

Child	Pretest	Posttest	Difference
1	53/8	74/4	+21/-4
2	36/5	76/2	+40/-3
3	54/1	80/1	+26/-0
4	23/10	56/0	+33/-10
5	21/10	60/2	+39/-7
6	39/5	72/0	+33/-10
7	40/24	44/3	+4/-21
8	32/22	106/0	+74/-22
9	39/19	56/2	+17/-17
10	38/8	81/2	+43/-6
11	48/10	74/0	+26/-10
12	31/13	50/4	+19/-9
13	50/6	43/1	-7/-5
14	27/10	62/2	+35/-8
16	43/5	63/3	+20/-2
19	30/24	13/1	-17/-21
21	34/3	66/0	+32/-3
	$\bar{x}$ = 38/11	$\bar{x}$ = 63/2	$\bar{x}$ = +26/-9

Children in the reading program increased their rate of decoding consonant sounds by 26 sounds per minute and decreased their errors by nine sounds per minute. At the beginning of the program, the average child read consonants sounds at a rate of 37 consonants per minute with 11 errors and at the end of the program read 63 consonants per minute with two errors.

Table 3

Criterion Referenced Inventory
For All Children Programmed for Reading

Vowels: Data given in total number of responses per half minute
number of errors

Child	Pretest	Posttest	Difference
1	25/6	32/0	+7/-6
2	14/5	30/0	+16/-5
3	15/3	25/2	+10/-1
4	15/7	18/1	+3/-6
5	15/5	23/2	+8/-3
6	18/8	23/2	+5/-6
7	16/15	14/2	+2/-13
8	9/5	30/0	+21/-5
9	18/13	16/1	+2/-12
10	12/5	21/2	+9/-3
11	10/9	35/0	+25/-9
12	12/12	14/4	+2/-8
13	17/4	20/0	+3/-4
14	10/6	19/2	+9/-4
16	16/8	18/2	+2/-6
19	12/2	8/3	-3/-1
21	17/7	18/4	+1/-3
	$\bar{x}$ = 13/6	$\bar{x}$ = 21.1	$\bar{x}$ = +7/-5

Children in the reading program increased their rate of decoding vowel sounds by seven sounds per half minute and decreased their errors by five sounds. At the beginning of the program, the average child read vowel sounds at a rate of 13 sounds per half-minute with six errors and at the end of the program read 21 vowels per half-minute with two errors.

Table 4

Criterion Referenced Inventory
For All Children Programmed for Reading

Consonant-Vowel-Consonant: Data given in $\frac{\text{total number of responses}}{\text{number of errors}}$ per minute

Child	Pretest	Posttest	Difference
1	48/11	55/7	+7/-2
2	19/9	45/4	+26/-5
3	21/2	38/5	+17/-3
4	14/5	28/2	+14/-3
5	26/17	50/4	+24/-13
6	18/9	26/4	+8/-5
7	11/8	29/1	+18/-7
8	16/16	38/0	+22/-16
9	8/7	23/1	+15/-6
10	12/9	28/3	+16/-6
11	29/18	35/0	+6/-18
12	14/11	18/7	+3/-9
13	21/14	17/5	+3/-9
14	24/24	26/2	-2/-22
16	22/9	21/2	-1/-7
19	0/0	7/5	+7/-5
21	13/5	25/2	+12/-3
	$\bar{x}$ = 19/10	$\bar{x}$ = 30/3	$\bar{x}$ = +11/-8

Children in the reading program increased their rate of decoding consonant-vowel-consonant (CVC) by 11 words per minute and decreased their errors by eight words. At the beginning of the program, the average child read CVC words at a rate of 19 per minute with ten errors and at the end of the program read 30 CVC words per minute with two errors.

188

Table 5

Criterion Referenced Inventory
For Children Programmed for Reading

Sight words: Data given in $\frac{\text{total number of responses}}{\text{number of errors}}$ per minute.

Child	Pretest	Posttest	Difference
1	62/3	moved	---
2	30/5	52/5	+22/-0
3	28/7	60/2	+32/-5
4	18/15	45/3	+27/-12
5	40/17	74/4	+34/-13
6	21/8	33/5	+12/-3
7	4/4	27/3	+23/-1
8	15/14	37/3	+22/-11
9	7/7	22/2	+15/-5
10	9/8	36/3	+27/-5
11	34/25	58/4	+24/-21
12	5/5	25/5	+20/0
13	21/10	8/2	-13/-8
14	31/30	30/4	-1/-26
16	27/10	33/8	+6/-2
21	22/18	15/8	-7/-10
	$\bar{x}$ = 18/12	$\bar{x}$ = 37/4	$\bar{x}$ = +16/-21

Children programmed for reading increased their rate of reading sight words by 16 words per minute and decreased their errors by 21 words. At the beginning of the program, the average child read sight words at a rate of 18 words per minute with 12 errors; at the end of the program with 37 words per minute with four errors.

Table 6

Criterion Referenced Inventory For Children Programmed for Reading

Primer Story: Data given in $\frac{\text{Total number of responses per minute}}{\text{number of errors}}$

Child	Pretest	Posttest	Difference
2	23/6	85/2	+52/-4
3	40/9	47/3	+7/-6
4	14/2	28/3	+14/+1
5	45/12	90/4	+45/-8
6	7/5	30/2	+23/-3
7	9/5	24/2	+15/-3
8	4/4	36/0	+32/-4
9	8/8	20/5	+12/-3
10	11/11	35/2	+24/-9
11	26/21	52/5	+26/-16
13	21/7	30/4	+9/-3
14	4/4	32/3	+28/-1
16	32/8	29/3	+3/-5
	$\bar{x}$ = 19/8	$\bar{x}$ = 41/3	$\bar{x}$ = +22/-5

Children in the reading program increased their rate of decoding a primer story by 22 words per minute and decreased their errors by five words. At the beginning of the program, the average child read 19 words per minute with eight errors and at the end of the program read 41 words per minute with three errors.

Table 7

Academic Score – Spelling
Jastak Wide Range Achievement Test
All Children Programmed for Spelling

Child	Pretest	Posttest	Difference	Time Enrolled (months)
1		moved	––	––
2	2.2	3.0	+ .8	5 months
3	2.2	2.7	+ .5	5
4	1.8	3.0	+1.2	7
5	2.0	3.0	+1.0	6
6	2.0	2.5	+ .5	5
7	1.2	3.2	+2.0	8
8	1.2	3.0	+1.8	8
9	k.8	2.0	+1.2	8
10	1.2	2.9	+1.7	6
11	1.3	2.5	+1.2	8
12	.5	1.5	+1.0	1
13	1.7	2.6	+ .9	2
14	1.2	2.7	+1.5	6
15	2.3	2.6	+ .3	2
16	.9	2.3	+1.4	4
17		moved	––	––
18		moved	––	––
19	1.1	1.3	+ .2	5
20	2.5	2.9	+ .4	3
21	1.4	1.6	+ .5	2
	$\bar{x}$ = 1.5	$\bar{x}$ = 2.5	$\bar{x}$ = +1.0	5 months average time in program

Children enrolled in the spelling program made an average gain of 1.0 grade levels in five months of school, or an average of two times growth in one month of school.

*Significant growth is two months progress for every month enrolled.

Children (#1-#14) seen by an itinerant language/learning disorders teacher made 1.2 grade levels growth in six months of school, or an average of two times growth in one month of school.

Children (#15-#21) seen on a consultative basis by an itinerant language/learning disorders specialist made .5 grade levels growth in four months.

In addition to the standarized data shown, continuous measurement was taken on spelling related to phonically regular words. Tables 8, 9 and 10 indicate the number of letters written per minute over number of errors made.

Table 11 indicates the gains made in math in the Wide Range Achievement Test.

2. *Children will acquire receptive and expressive language skills which will allow them to function adequately in the classroom.*

Evaluation procedures for the language program included: audio-tape recordings of language samples taken for each child enrolled and mean length of response evaluated over the school year. In addition, the Los Angeles Sequenced Language Inventory will be utilized to evaluate expressive and receptive language.

Table 12 reflects the mean length of responses for 8 children where length of response demonstrates itself to be a problem.

Table 13 is an indicator of the number of levels gained for eight children on the Los Angeles Language Inventory.

Table 14 shows a sample of the Los Angeles Inventory data sheet that was used. Table 15 shows a chart showing percentage of correct responses per level on pre and posttest for children enrolled in the language program. Finally, specific examples of type of tasks tested are shown for levels six, seven and eight in Table 16. Each number on the data sheet refers to these tasks.

Table 8

Writing simple consonant-vowel-consonant (CVC) words (e.g. man, sit, cup) showed:

Pretest	Posttest	Difference
$\bar{x} = 28/11$	$\bar{x} = 39/1$	$\bar{x} = +11/-10$

Table 9

Writing initial consonant blend words (CCVC) (e.g. plum, prom, sled) showed:

Pretest	Posttest	Difference
$\bar{x} = 24/17$	$\bar{x} = 36/3$	$\bar{x} = +13/-14$

Children on the spelling program increased their rate of spelling CCVC words by 13 letters per minute and decreased their errors by 14 letters per minute. At the beginning of the program, the average child wrote CVC words at the rate of 24 letters per minute with 17 errors and at the end of the program, wrote 37 letters per minute with three errors.

Table 10

Writing final consonant blend (CVCC) words (e.g. band, milk, felt) showed:

Pretest	Posttest	Difference
$\bar{x} = 21/9$	$\bar{x} = 31/3$	$\bar{x} = +10/-6$

Children on the spelling program increased their rate of spelling CVCC words by 10 letters per minute and decreased their errors by six letters per minute. At the beginning of the program, the average child wrote CVCC words at the rate of 21 letters per minute with nine errors and at the end of the program, wrote 31 letters per minute with three errors.

Children increased their rate of writing letters per minute and decreased errors. In addition, some children were able to go on to spelling long vowel and multi-syllable words at a rate of 25 letters per minute.

Table 11

Jastak Wide Range Achievement Test
All Children Enrolled in the Language/Learning Disorders Program

Child	Pretest	Posttest	Difference	Time Enrolled (months)
1	2.4	moved	—	—
2	2.2	3.6	1.4	5
3	2.4	3.2	1.2	5
4	2.6	4.2	1.6	7
5	2.4	4.2	2.1	6
6	2.8	3.2	.4	5
7	1.8	2.8	1.0	8
8	1.8	2.8	1.0	8
9	2.1	2.6	.5	8
10	1.6	3.2	1.6	6
11	1.4	3.6	2.2	8
12	1.4	2.2	1.2	1
13	2.4	3.2	.8	2
14	1.9	2.8	.9	6
15	4.7	5.0	.5	2
16	1.8	2.2	.4	4
17	1.0	moved	—	—
18	k.7	moved	—	—
19	1.8	1.8	0	5
20	2.6	3.2	.6	3
21	2.1	2.6	.5	2
	$\overline{x}$ = 2.2	$\overline{x}$ = 3.1	$\overline{x}$ = .9	$\overline{x}$ = 5 months average time in program

All children enrolled in the language/learning disorders program made an average gain of .9 grade levels in five months of school.

Table 12

Language Sample
Data given for Mean Length of Response for 50 responses
Children enrolled in
Language Program

Child	Pretest	Posttest	Difference
7	8.9	9.1	+ .2
8	7.1	9.1	+2.0
9	6.5	6.9	+ .4
10	6.5	8.3	+1.8
11	5.2	9.6	+4.4
12	7.5	5.9	-1.6
13	6.0	6.3	+ .3
14	7.6	7.7	+ .1
	$\bar{x}$ = 6.9	$\bar{x}$ = 7.9	x = +1.0

The children enrolled in the language program made an average gain of one word per sentence. At the beginning of the program the mean length of response was 6.9 words and at the end of the program the average response was 7.9 words per sentence.

Table 13

Los Angeles Language Inventory

The following chart is a listing of pre and posttest passing levels for each child on the Los Angeles Language Inventory. A score of approximately 80% is considered a passing score.

Child	Pretest Level	Posttest Level	Difference	Time Enrolled (months)
7	3	10	+7	8
8	7	12	+5	8
9	6	9	+3	8
10	6	13	+5	6
11	5	8	+3	8
12	3	4	+1	1
13	6	6	+0	2
14	7	12	+5	6
	$\bar{x} = 5$	$\bar{x} = 9$	$\bar{x} = +4$	6 months average time in program

Children on the language program made an average gain of four levels (or 1.5 years), on the Los Angeles Sequenced Language Inventory. These children moved from an average of Level Five to Level Nine during the 1973-74 school year.

Table 14

Language: Daily Sequence Checklist

Pupil

	LEVELS									
STRANDS	0	1	2	3	4	5	6	7	8	9
1. Phonology	1 2 3 4 5 6 7	1 2 3	1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9	1 2 3 4 5
2. Morphology	1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3	1 2 3 4 5 abcd	1 2 3 4 5	1
3. Syntax			5 6 7 8	9 10 11 12 13	9 10 11	5 6 7 8	4 5 6	1 2 3 4 5 6	1 2 3	1 2 3
4. Semantics R	1 2 3 4 5	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6	1 2 3 4	1 2	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8	1 2 3 5 6
E	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6 7 8	1 2 34 5 6	1 2 3 4 5 6			

	10	11	12	13	14	15	16	17	18
1. Phonology	1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9
2. Morphology	1 2	1 2 3 4 5 6 7 8	1 2	1 2	1 2 3	1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4 5 6 7 8
3. Syntax	1 2	1 2 3	1 2 3 4	1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4 5 6	1	1 2
4. Semantics	1 2 3 4 ab 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10 11 12	1 2 34 5 6 7 8	1 2	1 2 3 4 5 6	1 2	1 2 3 4 5 6 7

Table 15

Los Angeles Language Inventory

Child	Level 4	5	6	7	8	9	10	11	12	13	14
7 Pre–	77%	53%	85%	79%	48%	60%	56%	not tested			
Post–	97%	88%	100%	96%	96%	87%	87%	75%	60%	40%	
8 Pre–				83%	75%	73%	67%	29%	not tested		
Post–				100%	100%	100%	93%	94%	88%	78%	
9 Pre–			83%	60%	67%	40%	33%	not tested			
Post–			96%	96%	96%	80%	60%	46%			
10 Pre–			95%	73%	76%	46%	50%	26%	not tested		
Post–			100%	100%	100%	93%	93%	93%	92%	93%	39%
11 Pre–		80%	92%	52%	48%	not tested					
Post–		100%	100%	94%	100%	80%	76%				
12 Pre–	79%	54%	66%	22%	not tested						
Post–	87%	58%	79%	33%							
13 Pre–		75%	87%	41%	not tested						
Post–		83%	96%	49%							
14 Pre–				89%	66%	50%	11%	not tested			
Post–				100%	92%	93%	93%	79%	80%	44%	

A score of approximately 80% is considered passing.

Percentage scores were computed by adding all tasks in each strand for every level and dividing by the number correct.

Table 16

Communications Sequence: Language

Strands	1. Phonology (Sound System)	2. Morphology (Inflections and Derivational Forms)	3. Syntax (Sentence Structure)	4. Semantics (Meaning)	
				Receptive	Expressive
Levels 6	1. Uses words that should have good initial, medial and final consonants (/d/, /y/) all of the time, as well as consistently correct use of sounds described in levels 3 & 4. May be using consonants (/l/, /l blends/, /ng/, /t/, /r/, /r blends/, /dj/, and /ch/ most of the time.	1. Uses passive tense. ex: "The dog was chased by the boy."		1. Continues to make expanded use of gesture to describe a non-present situation.	1. Can define a noun.
	2. Increases ability to blend sounds.	2. Uses "wh" questions in complete sentences. ex: "When are you going?" "Where are you going?"		2. Is able to identify an increasing number of body parts using himself as a referent.	2. Is able to give a descriptive comment regarding a composite picture.
	3. Imitates and repeats variations in pitch.	3. Uses negatives in complete sentences. ex: "He isn't a good boy."			3. Is able to comprehend increasingly complex questions.
	4. Can discriminate auditorially likenesses and differences in paired words.	4. Uses Do plus the negative. ex: "I don't see a car."			4. Begins to be able to verbalize relatio ships.
	5. Holds a pencil with an adult grip.	5. Uses conjunction in the subject. ex: "The car and the truck can go."			5. Can name eye, elbow, thumb.
	6. Is able to trace over a diamond.	6. Uses more possessives accurately. ex: "I'm writing daddy's name."			6. Understands the concepts of bigger and more with verbal directions only.
	7. Is able to copy a triangle.				
	8. Copies oblique cross.				
	9. Copies 3 line cross.				
	10. Is able to print two words correctly.				

Table 16 continued

Strands	1. Phonology (Sound System)	2. Morphology (Inflections and Derivational Forms)	3. Syntax (Sentence Structure)	4. Semantics (Meaning)
Levels 8	1. Recognizes likenesses and differences in beginning sounds. 2. Identifies voice pitch changes. 3. Recognizes likenesses and differences in final sounds. 4. Recognizes differences in vowels. 5. Listens and supplies rhyming words. 6. Indicates attentive auditory imitation. 7. Copies words, phrases and sentences from charts, books, and other sources. 8. Copies surname. 9. Identifies capital letters in name, initials and for the pronoun "I".	1. Identifies singular and plural noun forms. 2. Identifies singular and plural pronouns. 3. Identifies the action described in pictures. 4. Uses comparisons – "er" and "est". 5. Adds 's' to form plural nouns.	1. Recognizes and uses possessive pronouns. 2. Associates a sentence with a group of words that express an idea.* 3. Unscrambles sentences to form correct subject, verb, object order. *Items to be evaluated by observation.	1. Names objects within a general classification. 2. Understands daytime and nighttime. 3. Makes up stories, often full of fantasy. 4. Makes reports using what, when, where, how.* 5. Recognizes differences between objects. 6. Tells of what he thinks and feels.* 7. Identifies the relationship through listening, speaking, reading.*

Table 16 continued

Strands 1. Phonology (Sound System)	2. Morphology (Inflections and Derivational Forms)	3. Syntax (Sentence Structure)	4. Semantics (Meaning)
1. Blends English language sounds to form words by aural stimulation.	1. Uses past tense verb forms appropriately: see-saw, come-came, give-gave, write-wrote.	1. Discriminates between complete & incomplete sentences. *	1. Answers specific questions about pictures.
2. Discriminates letters of the alphabet, aurally.	2. Selects singular and plural forms of verbs. Is and are.	2. Supplies missing words to complete sentences.	2. Interprets pictured action.
3. Listens and supplies rhyming words.	3. Uses descriptive words to classify.	3. Identifies the first part of a sentence as "what" (noun phrase).	3. Identifies sequential order of pictures.
7 4. Matches letters of the alphabet.	4. Chooses exact words of description (adjectives).	4. Identifies last part of sentence as showing "What happened" (verb phrase).	4. Creates conversation suggested by a picture using a theme or plot. *
5. Recognizes and writes small letters.	5. Uses structure words in creating stories in pictures.* a) Uses determiners b) Prepositions c) Conjunctions d) Auxiliary	5. Repeat fifteen syllables in a meaningful sequence.	5. Suggests events that may have preceded a picture episode. *
6. Recognizes and writes capital letters		6. Understands passive constructions.	6. Anticipates outcomes of a pictured happening.*
7. Writes own first name from memory.			7. Illustrates the concept of opposites (big-little etc.)
			8. Carries out directional commands.
			9. Uses sentences that average 6 words in length.

* Items to be evaluated by observation.

Table 17

Summary of Services Provided to Teachers

Teacher or Aide	Number of Children Served	Materials & Methods	Evaluation
1	1	Spelling Program 1. Child will read, write and say: CVC (cat, mop, tip) CCVC (step, flop) CVCC (milk, dish) 2. Child will read, write and say irregular words (mother, find) 3. Child will discriminate vowel sounds Ideal cards for aud. discrimination of vowels Ideal cassettes for vowels	The child was able to spell CVC words with few errors. Errors were related to failure to discriminate vowels. In addition to spelling progress, it was noted that he was beginning to use phonic rules to decode unfamiliar material. Previously he had read words by sight and did not attempt to "sound out" a word.
2 3	1	Math Program 1. Child will read and write numerals to 100 Number dittos Read, write & say numeral 2. Child will recognize sets without counting Domino flashcards Dittos 3. Use or sign correctly 4. Order numerals correctly Dittos 5. Memorize simple addition & subtraction facts 6. Solve column addition, two digit addition & subtraction problems Dittos 7. Solve addition & subtraction equations	This child has progressed from a beginning first grade level to the end of second grade skills. She wrote her numerals with reversals and could not count past 29 correctly. She is now able to solve column addition problems as well & two digit addition & subtraction problems.

Table 17 continued

Teacher or Aide	Number of Children Served	Materials & Methods	Evaluation
4 5	3	1. Child will read consonant, vowel, and CVC words Multi-sensory read, write & say approach Adapted Sound Chart	Two of the children moved, so it was difficult to evaluate reading progress. One child left was beginning to learn sound-symbol association.
		Visual Motor Coordination 1. Frostig program color-cued DLM paper	
		Visual perception & left to right sequencing Children will learn left to right sequencing TRY Tasks II Blocks & designs Continental Press dittos	Children were not enrolled in the program long enough to evaluate progress.
6 7	1	Reading Program Child will learn short vowel sounds through read, write & say method and CVC sound chart Sullivan workbook. 2. Sight words Bank Street Readers Bank Street Workbooks Use of language master to teach sight words	This child made good academic gains in reading through the sight word approach. However he still does not use phonic rules to decode new words. He has started Uptown, Downtown, a book in the Bank Street series.
8 9	1	Writing Program 1. Child will be able to write a story with question cues taken from TRY Task II teachers manual TRY Task II student book. 2. Child will use correct punctuation Teacher made materials on capitalization and on use of periods & question marks 3. Child will develop use of more descriptive words. Suggested activities for developing description	This boy did not use any punctuation in his stories. They were generally one to two word sentences. He has learned correct punctuation. His stories have become more imaginative and descriptive (Mostly through the technique of listing adjectives that would describe a cat & using these in a story about a cat.)

Table 17 continued

Teacher or Aide	Number of Children Served	Materials & Methods	Evaluation
		(describe concrete objects, not present, make adjectives)	
1	1	Reading Program 1. Child will read consonants, vowels & CVC words 2. Multi-sensory: read, write & say approach Sound charts Ideal consonant tapes Palo Alto Readers	
11	1	Reading Program 1. Multi-sensory; read, write & say approach Sound chart	
12	1	Language Program	
13		1. Child will be able to sequence a story & be able to use descriptive words while telling a story TRY Task II Teachers manual TRY Task II students book	

Methodology:

This year's program consisted of an itinerant staff of two full-time and one half time teachers and a half time aide. A resource room for materials was made available to personnel working with children with learning problems. Establishment of a teacher inservice class was made possible through district support. In addition to the project staff several of the district speech therapists worked with some of the children periodically during the academic year.

The Itinerant Language/Learning Disorders Program was designed to provide appropriate teaching methods, materials and experiences for primary age students who displayed severe learning or language problems. The program provided services to children who remain within their regular classroom structure and receive prescriptive programs from an itinerant staff specialist and from their classroom teacher. Four basic services are provided to these children:

Remedial Service: Fourteen students enrolled in the itinerant program received one-to-one small group instruction for about one hour daily from the itinerant teacher. Prescriptive programs were written from data obtained during a complete educational assessment. Goals and strategies were designed to help the children overcome their particular learning problems and to enable them to function within the regular academic setting.

Teacher Services: Every child who was seen by the itinerant specialist in a remedial situation was also given specific prescriptive work to do while he is in the regular classroom for the remainder of the day. The teacher and the specialist worked together to provide appropriate materials and learning methods for the child.

Consultive Services: The itinerant specialist also took referrals for seven children who did not receive immediate service but who displayed language/learning problems. For each child seen, a program was prepared for the building aide, speech clinician, or a teacher to follow in meeting the child's individual needs. Recommendations were made for further service and programs were explored to find the best possible assistance for each child concerned.

Teacher Inservice: As well as direct services to children, the itinerant language/learning disorders program provided an inservice class for classroom teachers, speech clinicians, and other personnel who are working with children displaying learning problems. The class was directed toward identification and specific programming for each child's learning problems. The teachers involved in the inservice class had written specific diagnostic tools for use within their own teaching situation, tested their children, and planned specific goals and programs for remediation. The itinerant staff worked with each teacher and assisted them in implementing the prescriptive program by providing specific methods for instruction and alternative materials for working with children.

3. *Itinerant Language/Learning Disorders Teachers will provide indirect service in areas of perscriptive programs, materials, and diagnosis to classroom teachers.*

Evaluation for the consultive service will be provided by a list of services provided to teacher, as well as data presented under consultive services under the academic goal.

Table 17 indicates the type of services provided to the classroom teachers by the project staff.

4. *Itinerant Language/Learning Disorders teachers will provide training for classroom teachers which will allow them to assess children's needs in the academic and language areas and design intervention strategies in the form of individual prescriptive programs.*

The evaluation procedures for the teacher inservice will be to provide sample programs designed by classroom teachers.

From the first year's project it was noted we had difficulties in working with the teacher because of lack of background in what the language/learning disordered child was and the problems he evidenced. Because of this the itinerant staff taught an inservice class supported by the school district on "Language/Learning Disorders: Methods and Materials for Classroom Teachers." The class consisted of two terms work for every teacher.

During the first term, discussion was given on background information, identification and methods for remediation of children's language/learning problems. Each teacher was required to write a diagnostic tool for use in her own classroom. The second term was a clinical practicum. Teachers were required to diagnose a child, write a remedial program and implement it using the specific methods and materials found successful with language/learning disordered children. The itinerant staff provided follow-through help to each teacher/child in the program.

The class was so well received by district teachers that two classes were taught during the school year. A total of 45 classroom teachers, speech clinicians, and other school personnel took the class. This class will be continued for the 1974-75 school year. A great many sample programs were submitted by the project staff but could not be included in this report because of their length.

Third Party Evaluator's Comments:

This project, as in past years has demonstrated itself to be an outstanding one, both in terms of training children and training classroom teachers to use the same procedures. Ultimately, the teacher training component will have a greater impact on children in the district as each teacher trained will affect a large number of children with language and learning disorders.

The project staff is to be commended for the development of training materials and procedures which are successful with teachers and children.

Any school district in Oregon might well use this program as a model for the remediation deficits in comparable programs.

Title of Project: *Contingency Management*

Location of Project: *Sandy Elementary School #46*

Type and Number of Children Served: *Emotionally Disturbed 15*

Funding Allocated: *$17,000*

Project Beginning Date: *September 5, 1973*

Project Ending Date: *June 15, 1974*

Background and Rationale:

At the time the project was undertaken the needs of students with emotional and/or behavioral problems were not being met in the district. Through the Special Education Department, services are provided for the Educably Retarded, the students with extreme learning problems, and for students with speech problems. However, prior to the project the only services provided for the emotionally disturbed child was supportive counseling through the building principal and whatever parent counseling the teacher, principal, or special education teacher was able to give. Although individual programs in reading and math have been developed which allow teachers to place each student at his skill level and to adjust the curriculum to meet each student's learning needs, in the classroom the disturbing child and his teacher had need for additional specialized support. Further, outside supportive agencies were located a distance from Sandy making it difficult for parents and school personnel to make effective use of these services. The project was then designed to meet the needs of more of the students and to provide direct services to students with emotional and/or behavior problems, to their teachers, and to their parents.

Objectives and Evaluation Plan:

1. *To modify behavior of the socially and emotionally disturbed child so that he can function appropriately in the regular classroom.*

Baseline data will be taken on the frequency of each behavior specified. Treatment strategies are to be initiated and data taken on the effectiveness of these strategies.

Methodology:

Staff for this project consisted of one teacher coordinator with training in behavior modification and one full time aide. Upon referral of a student by the principal and the teacher, a staffing was held with the principal, teacher, teacher-coordinator, and other personnel who had contact with the student. After the teacher had specified the problem behavior, three to five classroom baseline observations were made (15-20 minutes each) and a conference was then set up between the teacher and the teacher-coordinator. Specific high-frequency behaviors were pinpointed – those behaviors which would most immediately respond to reinforcement, an intervention plan was discussed, and the responsibilities of both teacher and teacher-coordinator delineated in order to insure the most effective remediation. Contingencies were established for appropriate behavior and the program was finalized with a copy going to the teacher and the teacher-coordinator. The program was discussed with the student so that he understood the purpose of the program, the objectives he would be working toward, and to insure his commitment to the program. At this point, the parents were contacted, the problem discussed, and possible reinforcement strategies they could use at home to reinforce appropriate classroom and home behavior explained.

Depending on the child's needs and the classroom situation, the program was either undertaken directly in the classroom on a daily basis by the teacher-coordinator or the teacher handled the program herself with supportive aid from the teacher-coordinator. In either case, the teacher was given assistance in the use of reinforcement principles, and if not initially, assumed more and more classroom responsibility for the program as the student's acceptable behavior accelerated. Weekly meetings were established with teacher and student to check progress as indicated on the data collection sheets. As the specified appropriate behavior accelerated and maintained, phase changes were made so that the length of time the behavior was emitted was extended and the child took more responsibility in the monitoring of his own behavior. If the data indicated that the behavior was not reaching established criterion, then new contingencies were established and data were collected to verify the efficacy. When the behavior was maintaining and the program was terminated, follow-up observations and conferences were made to insure the appropriate behavior contined.

The Title VI Aide had been involved in data collection, tutorial work with students, and in giving free time to students whose teachers were responsible for the program in the class. Modeling techniques had been implemented with primary students who insufficient study skills and successive approximation of such reinforced. Approximately 8-10 students had been involved in personal modification programs for peer difficulties, wherein they and the teacher-coordinator set daily goals for behavior change. The students' perception of positive change in their behavior and the achievement of goals was used as the assessment tool and verification of program success.

Results:

1. *To modify the behavior of the socially and emotionally disturbed child so that he can function appropriately in the regular classroom.*

A total of forty children were seen by the teacher-coordinator for the project year. Of these forty children, thrity-one children had behavioral programs initiated. Twenty-nine showed a deceleration of inappropriate behavior and/or an acceleration of appropriate behaviors.

A total of forty-eight programs were conducted to a successful completion, twenty-one were successful but still maintained, and four were unsuccessful.

The following four programs are inserted below to show exemplary types of treatment strategies.

Student 1

Behavior: Inattentiveness to math task and inability to complete task (math).

Baseline: Attending Behavior – 43% (see Fig. 1); Task Completed Behavior – 13% (see Fig. 2)

Treatment Strategies:

1. The behavioral objective for the first phase of the program was as follows: Student will complete task assigned and attend to task during math period 80% of the time.
2. The terminal goal was the transference of the program to the teacher and student with the student completing task 80% of the time.
3. The treatment strategy was as follows:
   a. Discuss and set math task with student at the beginning of each day.
   b. Teacher-Coordinator sets task based on student's ability so that task can be completed in twenty minutes.
   c. After task is completed, student earns five minutes free time for activity of his choice.
      1. During the period 2/25-4/9 task completion behavior accelerated and maintained at 100% completion (see Fig. 2) and attending behavior averaged 91% (see Fig. 1).
4. Phase Change I (see Fig. 1& 2): As appropriate behavior accelerated and maintained phase change I was implemented, giving the student more responsibility for his behavior and giving the teacher responsibility for reinforcement of appropriate behavior.
   a. Student and Teacher-coordinator set task goal daily
   b. Upon completion of task teacher corrects and reinforces
5. Phase Change II (see Fig. 1 & 2): As attending behavior and on task behavior stabilized in the first phase change, phase change II was implemented at which time the teacher and student set task goals for the week. The teacher-coordinator checked in at the end of the period with student and teacher and gave verbal reinforcement.

Terminal Data: Upon termination of the program (4/30) follow-up observations were made and attending behavior had maintained at 98% (Fig. 1) and task completion at 98% (Fig. 2).

Comments: As a result of this reinforcement program, Student 1 appeared to gain more self-confidence in his ability to do math and during the program completed six books in the Sullivan Math program. Also, he often chose to complete other unfinished tasks during his earned free time which would seem to indicate a generalization of appropriate behaviors being reinforced during his math period.

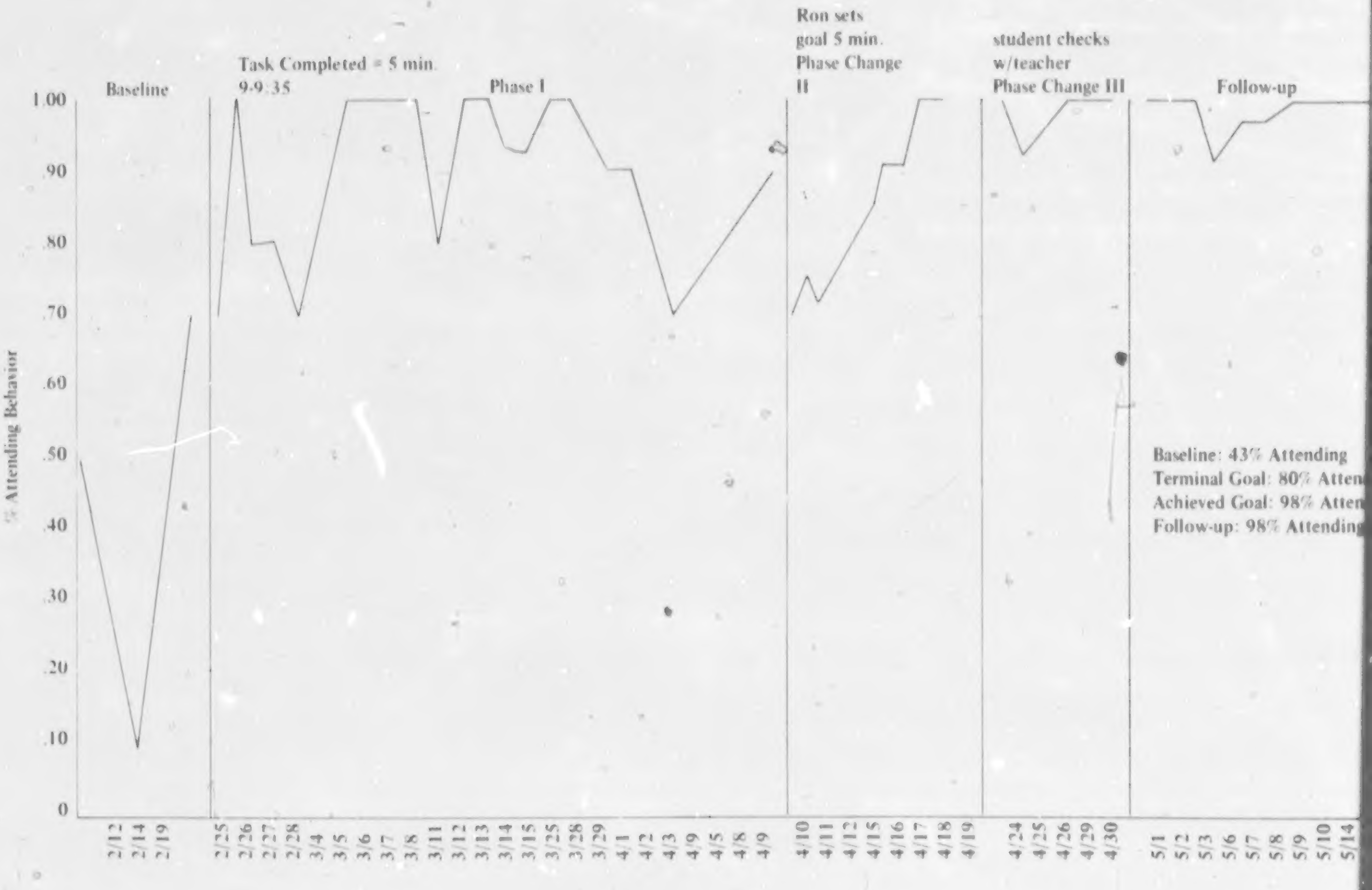
Student 2 (Four students on same program)

Behavior: Calling each other inappropriate names in class and on the playground.

Baseline: No hard data taken prior to starting program. Teacher wanted program started immediately. Teacher estimated name calling occurred at least five ot six times a day by at least one or more of the four students. The students agreed that it was a problem to them.

Treatment Strategies: Behavioral objective was set as follows: Each student will discuss alternatives with the teacher-coordinator in handling angry feelings and will make daily commitment to eliminating name calling. Student will average no more than one name calling incident per week.

Figure 1


Baseline
Task Completed = 5 min.
9-9:35
Phase I
Ron sets
goal 5 min.
Phase Change
II
student checks
w/teacher
Phase Change III
Follow-up
% Attending Behavior
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
2/12
2/14
2/19
2/25
2/26
2/27
2/28
3/4
3/5
3/6
3/7
3/8
3/11
3/12
3/13
3/14
3/15
3/25
3/28
3/29
4/1
4/2
4/3
4/9
4/5
4/8
4/9
4/10
4/11
4/12
4/15
4/16
4/17
4/18
4/19
4/24
4/25
4/26
4/29
4/30
5/1
5/2
5/3
5/6
5/7
5/8
5/9
5/10
5/14
Baseline: 43% Attending
Terminal Goal: 80% Atten
Achieved Goal: 98% Atten
Follow-up: 98% Attending

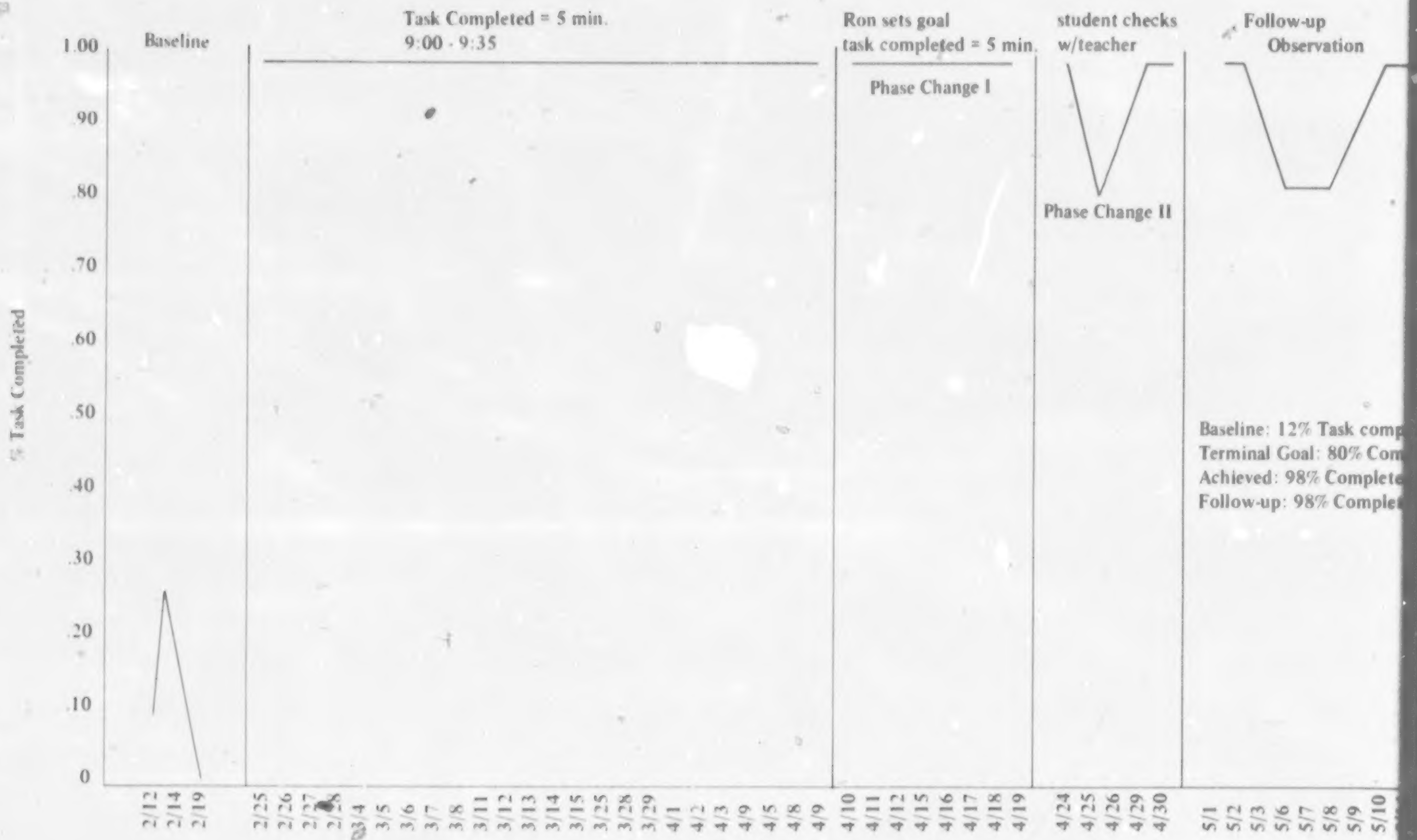

% Task Completed
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
Baseline
Task Completed = 5 min.
9:00 - 9:35
Ron sets goal
task completed = 5 min.
Phase Change I
student checks
w/teacher
Phase Change II
Follow-up
Observation
Baseline: 12% Task comp
Terminal Goal: 80% Com
Achieved: 98% Complete
Follow-up: 98% Complet
2/12
2/14
2/19
2/25
2/26
2/27
2/28
3/4
3/5
3/6
3/7
3/8
3/11
3/12
3/13
3/14
3/15
3/25
3/28
3/29
4/1
4/2
4/3
4/9
4/5
4/8
4/9
4/10
4/11
4/12
4/15
4/16
4/17
4/18
4/19
4/24
4/25
4/26
4/29
4/30
5/1
5/2
5/3
5/6
5/7
5/8
5/9
5/10

Figure 2

1. Four students and teacher-coordinator establish time for daily meetings.
2. Discussion of alternatives to name calling and role-playing of possible alternatives.
3. Each student lists alternatives that are workable for that student.
4. Each student discusses list and comes to mutual consensus on possible personal strategies.
5. Each student makes decision to try other alternatives and eliminate name calling.
6. Institute buddy system to remind angry student of possible alternatives.
7. Each student will record data on behavior daily.
8. Reinforcement – verbal praise from teacher-coordinator; tracking own behavior.

Terminal Data: Student 2a – .5 incidents (Fig. 1a); Student 2b – .08 incidents (Fig. 2); Student 2c – .16 incidents (Fig. 2); Student 2d – .64 incidents (Fig. 2).

Comments: Having each student graph own behavior daily was extremely helpful in making each student more aware of inappropriate behavior and thus eliminating it. Student 2d had more difficulties than the others and additional time was spent with her on role-playing appropriate behavior.

Student 3

Behavior: Hitting, poking, smart mouthing on the playground. Coming from recess after the bell rings.

Baseline: Number inappropriate behaviors on playground – 7 (fig. 3) On-time behavior for three recesses – 10% (fig. 4)

Treatment Strategies:

1. The behavioral objective for the first phase of the program was as follows: Student will reduce inappropriate playground behavior by 80% and be on time 50% of the time for two recesses.
2. The terminal goal was set at reducing inappropriate playground behavior by 95% and being on time 100% of the time for all three recesses.
3. The treatment strategy was as follows:
   a. Establish behavioral contract with student.
   b. If student demonstrates appropriate behavior on the playground for two recesses and is on-time for at least one recess, he will earn 10 minutes of game time.
   c. Appropriate behavior on the playground was discussed with student and role-played with teacher-coordinator.
   d. At the end of the last recess teacher-coordinator and student discussed appropriate behaviors that had occurred and praise given.
   e. Aide monitored student behavior on playground and reported back to teacher so that teacher could give additional verbal reinforcement.
   f. Student also earned time to bring a friend for game time.
4. Phase Change I (see fig. 3 & 4): After appropriate behavior accelerated, a change was made in the program and all three recesses were included in the contract. Student was to reduce inappropriate behavior on playground by 95% and be on time 100% of the time for three recesses.
   a. Aide monitored first two recesses and student was responsible for tracking behavior on last recess.
   b. Same reinforcement schedule.
5. Program was terminated 4/30 with follow-up observations being made.

Terminal Data: On follow-up observations number of inappropriate behavior – .8 (see fig. 3); On-time behavior – 100% (see fig. 4).

Comments: Two effective features of this program were earning time to bring a friend, as the teacher noted that classmates were more overtly reinforcing of appropriate behavior and tended to ignore the inappropriate; secondly, the game time was also utilized to model appropriate peer interaction for the student and allowed for more intensive reinforcement of successive approximations of effective interaction.

Student 4

Behavior: Refusal to work on task, out-of-seat, talking-out, dropping work materials.

Baseline: Attending behavior – 54% (fig. 5); Disruptive behavior – 34% (fig. 6).

Treatment Strategies:

1. The behavioral objective for the first phase of the program was as follows: Student will attend to task in 1-1 situation 80% of the time from 10:00-10:30

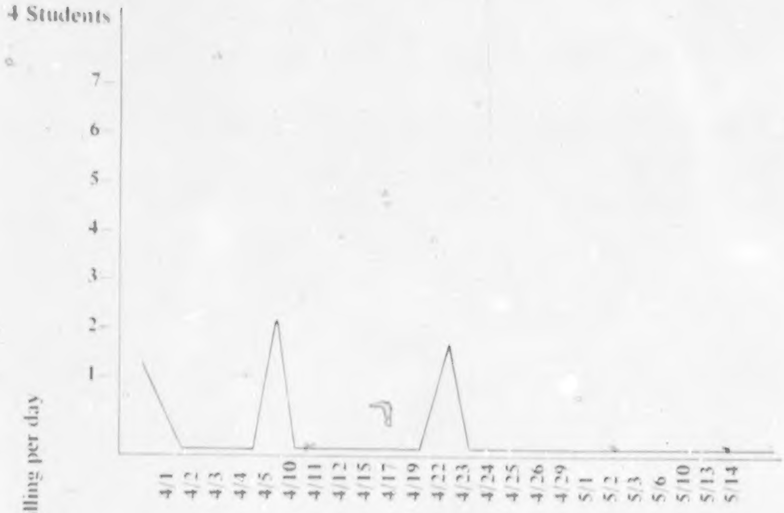


Figure 1a

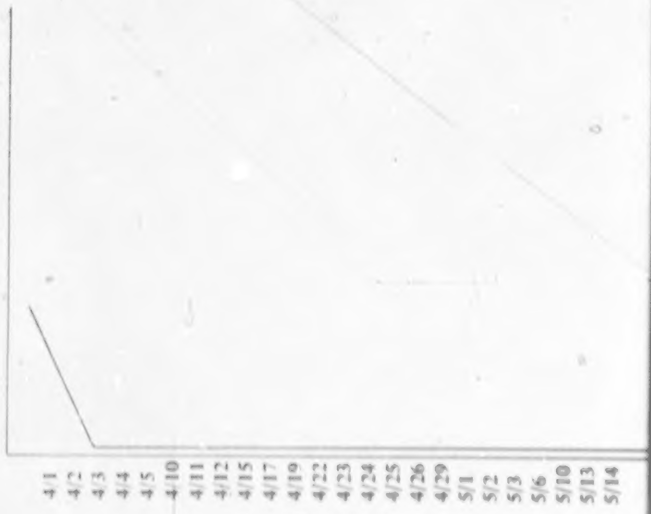


Figure 1b

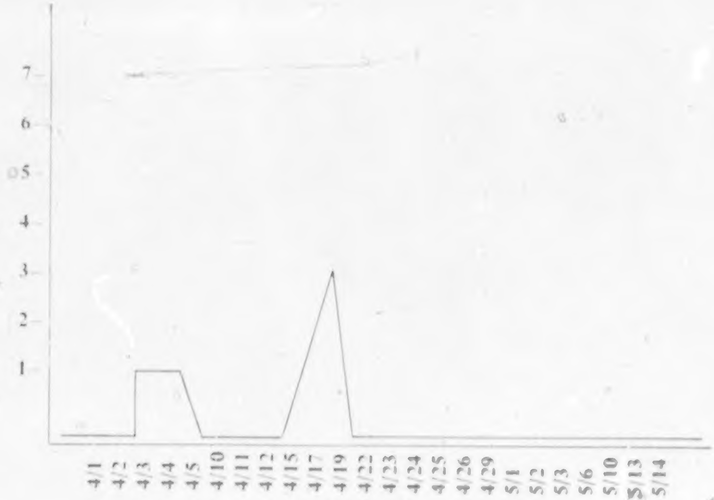


Figure 1c

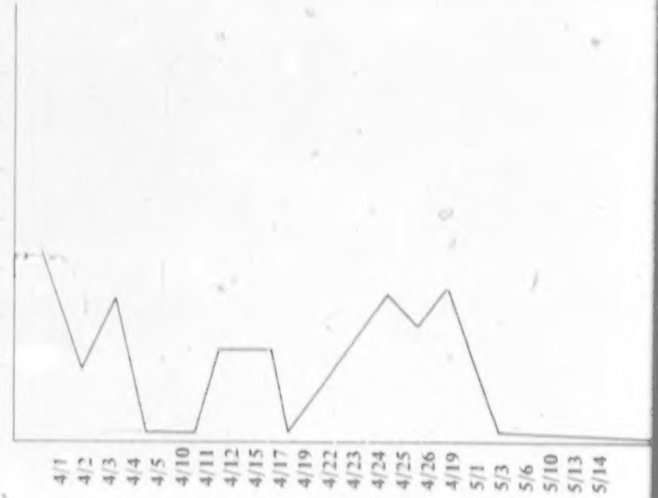


Figure 1d

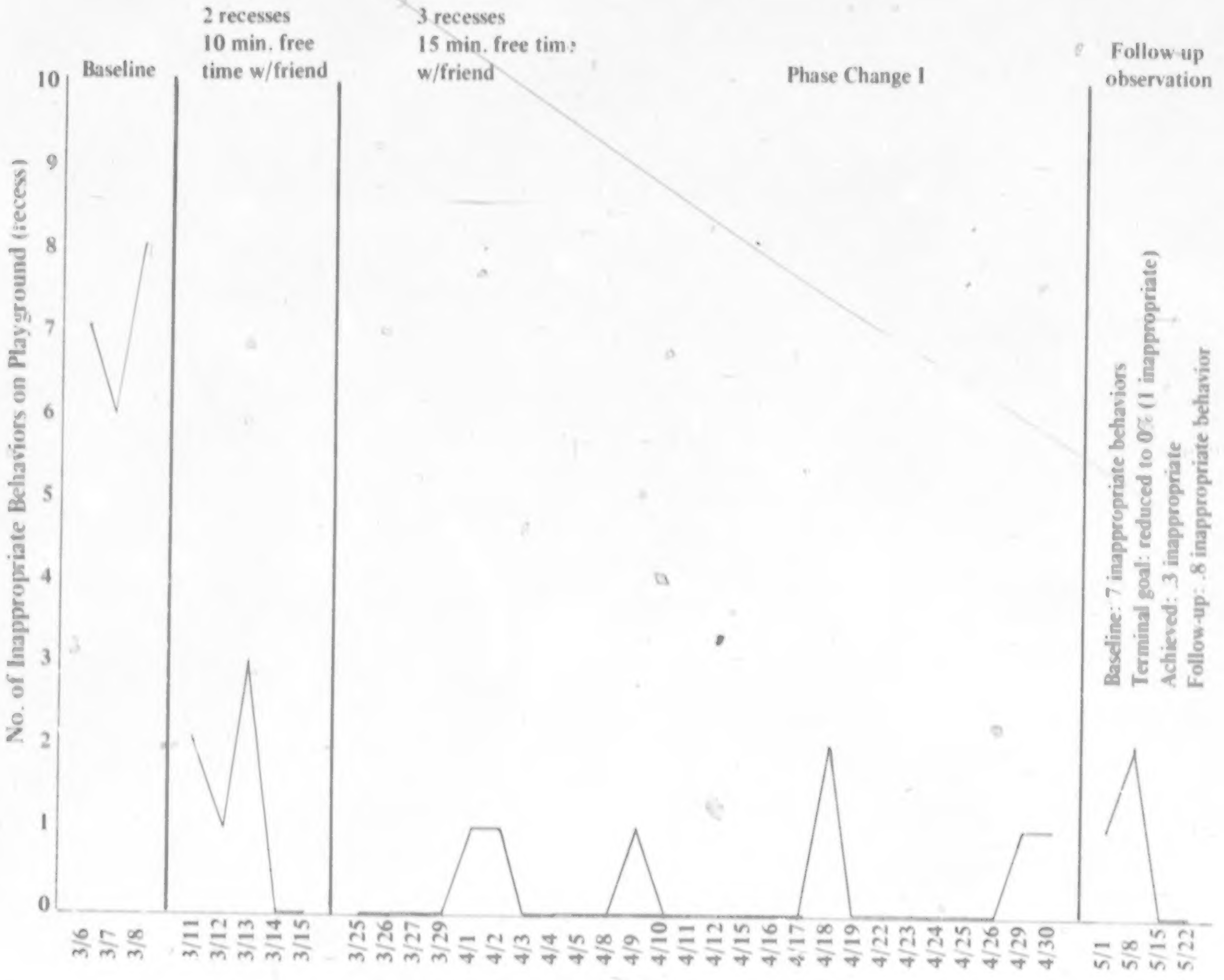
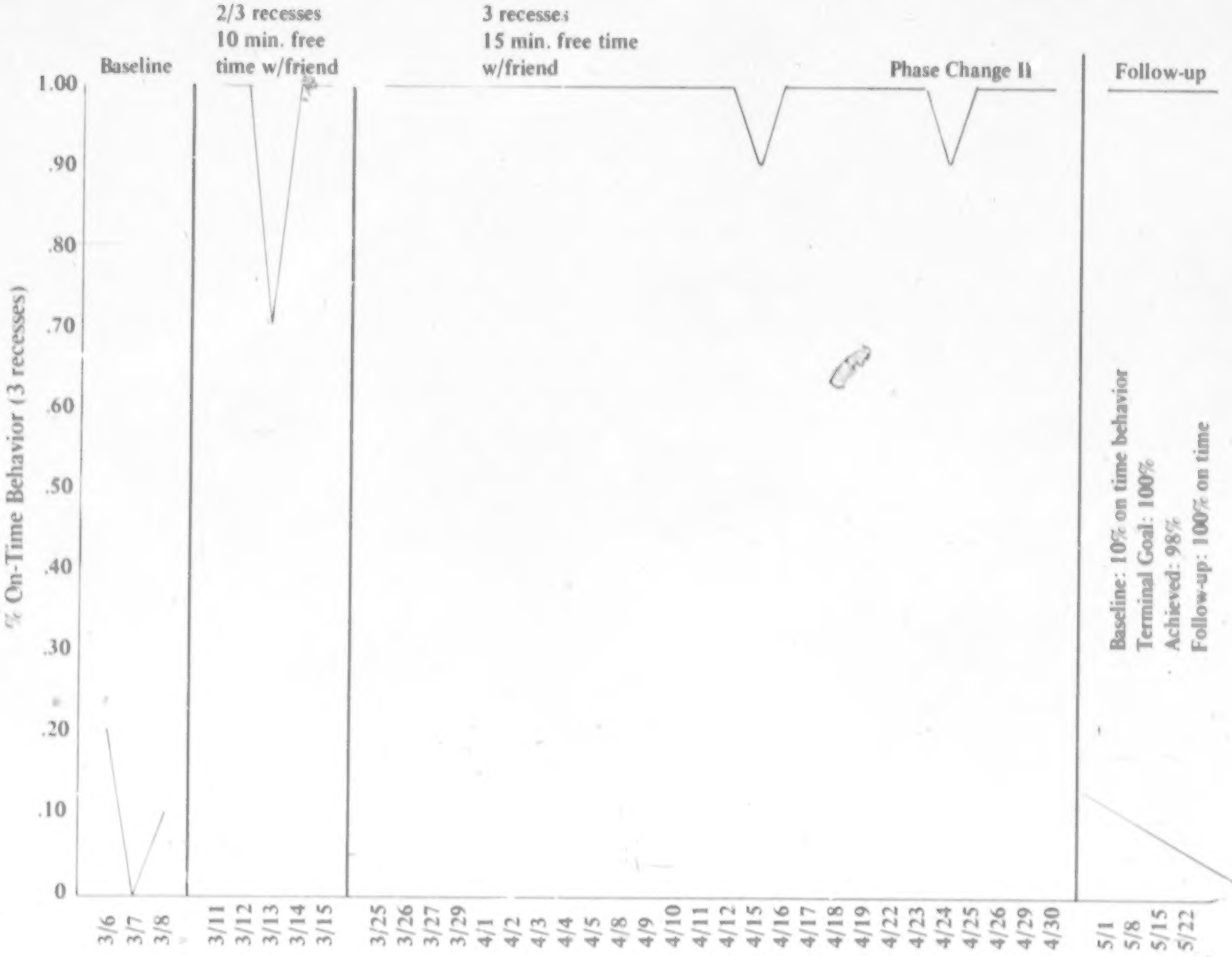

Baseline
2 recesses
10 min. free
time w/friend
3 recesses
15 min. free time
w/friend
Phase Change I
Follow-up
observation
No. of Inappropriate Behaviors on Playground (recess)
0
1
2
3
4
5
6
7
8
9
10
3/6
3/7
3/8
3/11
3/12
3/13
3/14
3/15
3/25
3/26
3/27
3/29
4/1
4/2
4/3
4/4
4/5
4/8
4/9
4/10
4/11
4/12
4/15
4/16
4/17
4/18
4/19
4/22
4/23
4/24
4/25
4/26
4/29
4/30
5/1
5/8
5/15
5/22
Baseline: 7 inappropriate behaviors
Terminal goal: reduced to 0% (1 inappropriate)
Achieved: .3 inappropriate
Follow-up: .8 inappropriate behavior

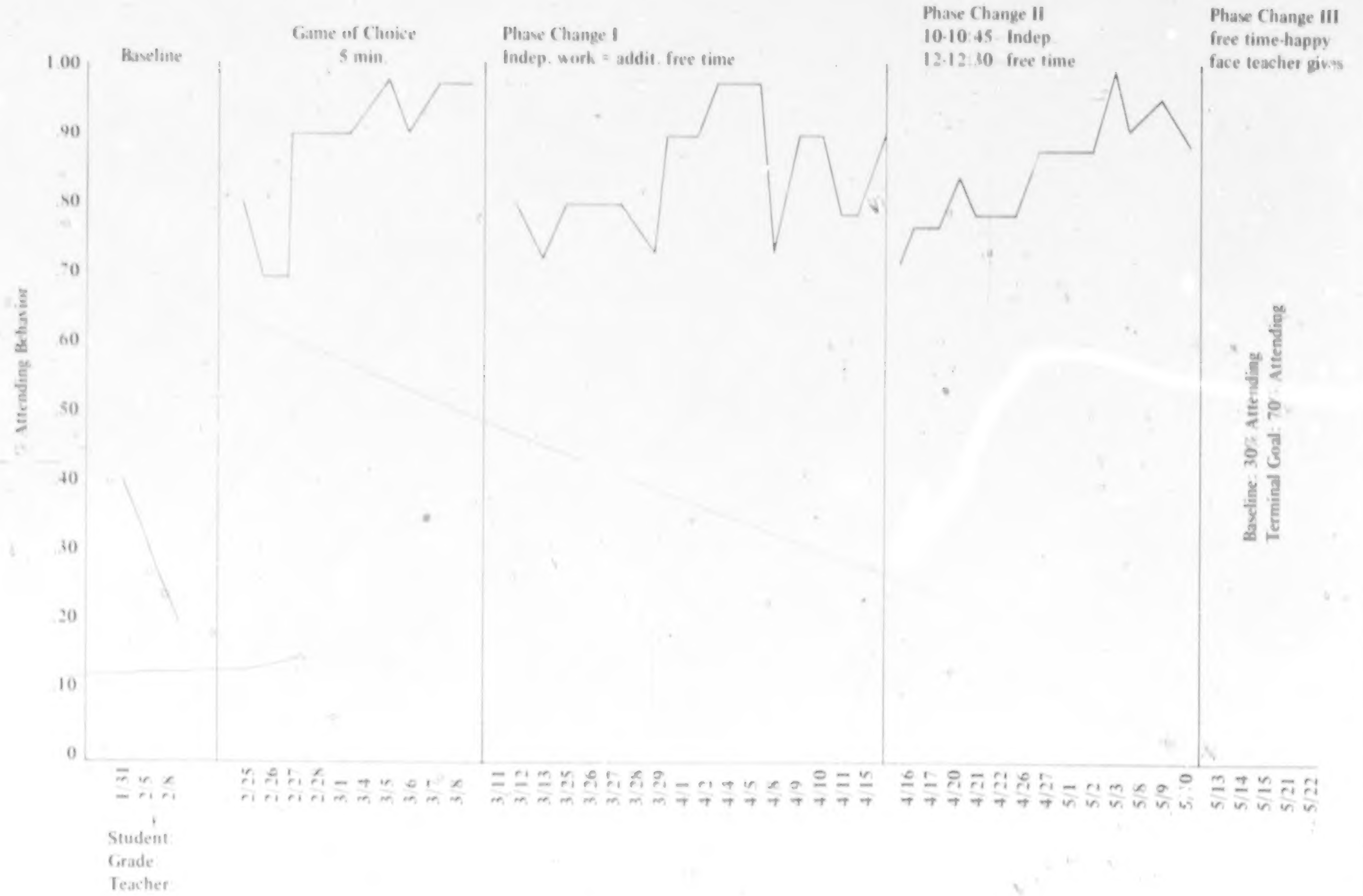
Figure 3

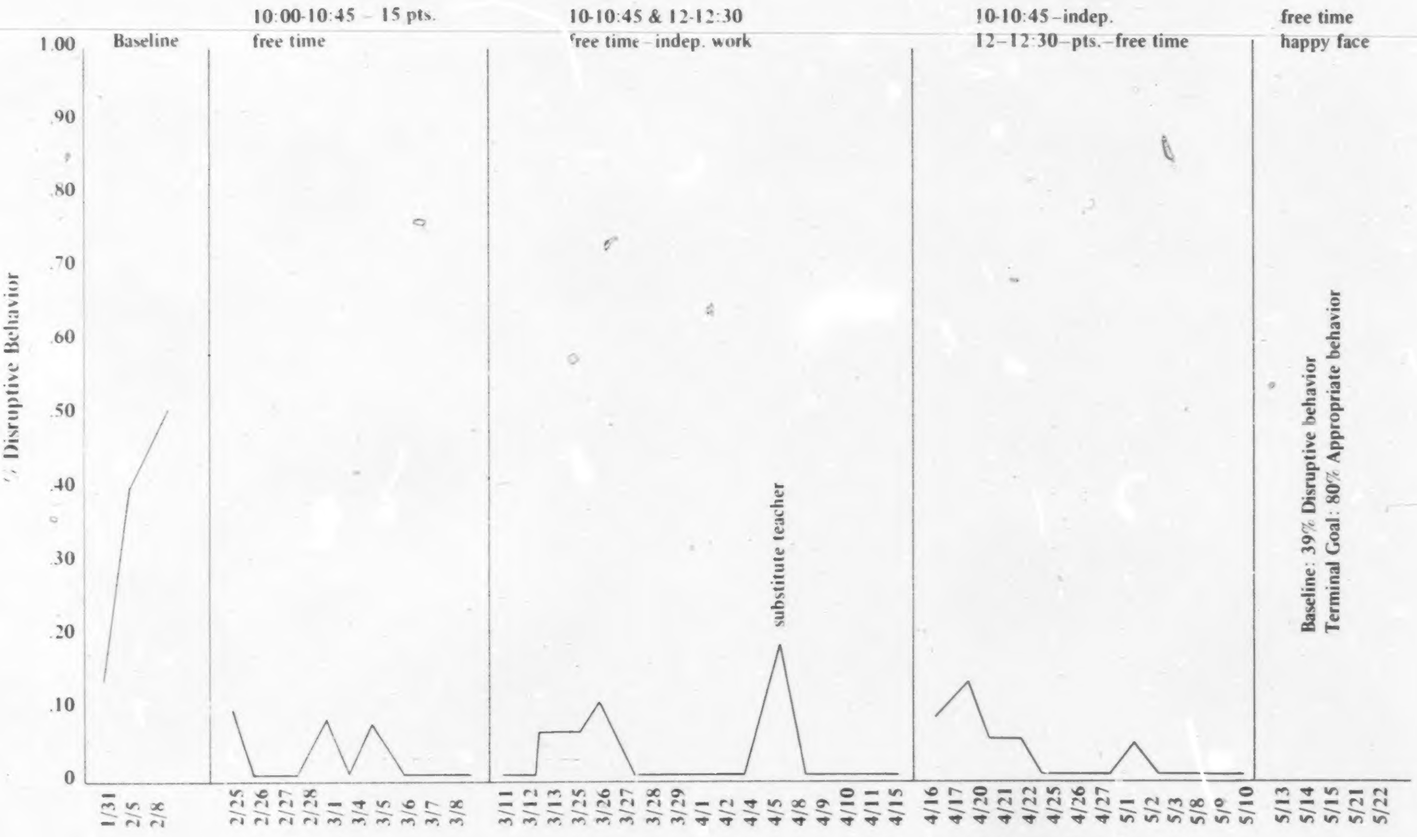


Baseline: 10% on time behavior
Terminal Goal: 100%
Achieved: 98%
Follow-up: 100% on time

Figure 4

Figure 5
DATA COLLECTION FOR PROGRAM EVALUATION





Student:
Grade:
Teacher:

Figure 6

and appropriate class behavior will occur 95% of the time.

2. The terminal goal was for the student to attend to all class tasks 70% of the period from 9:00-2:15 and appropriate behavior will occur 80% of the time.
3. The treatment strategy was as follows:
   a. Program discussed with student. Examples of appropriate behavior role-played; i.e., following directions at once.
   b. Work card with appropriate behaviors listed placed on student's desk.
   c. Teacher-coordinator reinforced student on card every one minute.
   d. When 15 points earned, student received five minutes free time with teacher-coordinator.
   e. After free time, student given verbal praise for working well with teacher-coordinator and that he is now going to work on his own.
   f. Teacher-coordinator observed (5-10 minutes) independent work behavior and then praised independent activity and appropriate class behavior.
4. Phase Change I (fig. 5 & 6): As appropriate behavior stabilized in the first phase, phase change I was implemented utilizing the same procedures as listed above. However, an additional time period (12:00-12:30) was added and student recorded his own points on work card for the first five minutes of the second period. The accuracy of these points was verified by the teacher and the student was immediately given two minutes free time for independent activity.
5. Phase Change II (fig. 5 & 6): Appropriate behavior maintained in phase change I and change was made in the program so that the responsibility of the program was the teacher's and student's.
   a. Student and teacher tracked student's behavior. Student marked work card, teacher then verified and gave free time in morning period.
   b. Student and teacher set work objective for morning period and free time was contingent on appropriate class behavior as marked on work card and completion of task within designated time period.
   c. Teacher-coordinator observed afternoon session and reinforced independent activity and class behavior.
6. Phase Change III (fig. 5 & 6): Program was extended for a full day with the same appropriate behaviors expected.
   a. Day was divided into two periods – morning and afternoon.
   b. Happy Face button was given at the end of each period for appropriate behavior.
   c. When student earned Happy Face button two days in a row, student took button home.

Terminal Data: Attending Behavior – 81% (fig. 5); Disruptive behavior – 0% (fig. 6).

Comments: Several days were spent with the student role-playing appropriate work skills and class behavior so that he could operate more effectively in the class. Successive approximations were reinforced at first. Emphasis was placed on independent activity and the program was so structured such that independent activity was highly reinforced. In this manner, it was hoped that appropriate behavior would generalize more rapidly to the whole day and ease the transition of the program from the teacher-coordinator to student and teacher.

Third Party Evaluator's Comments:

This project was able to show successful deceleration of inappropriate behavior on 94% of the 31 children programmed. In addition, of the 48 programs conducted 92% were successful with 48% running to completion.

The project staff are to be commended for running an exemplary contingency management program for behaviorally handicapped children in a public school. It should be noted that this type of data collection system did not require an inordinate amount of the teacher-coordinator's time. It did, in fact, expedite the process of improving each child's behavior by providing data for analyzing the success or failure of the behavioral programs. Since human behavior changes continually, this type of system provides a teacher with up-to-date information regarding each child. Although this project's primary concern involved behavioral management, the process could quite readily be generalized to academic behaviors. The model used by the Sandy School District to remediate behavioral problems can be used as a model for other school districts.

Title of Project:	*Program Expansion for Handicapped –* *Use of Volunteers*
Location of Project:	*Sweet Home*
Type and Number of Children Served:	*Speech Handicapped* *45 Children*
Funding Allocated:	*$6,400*
Project Beginning Date:	*September 1, 1973*
Project Ending Date:	*June 7, 1974*

Background and Rationale:

The Sweet Home School District identified approximately 400 students as having some type of speech handicap. The district faced two problems in attempting to provide services for these children. The first problem centered around the fact that they did not have the physical space to work with the children to provide them with speech therapy. There were no special rooms set aside for speech correction and the only areas that were available were closets, hallways, and health rooms. None of these spaces were conducive for conducting speech therapy. The second problem was that there were too many children to be served by only one speech therapist.

In order to alleviate these problems, the district undertook two approaches, with assistance from Title VI funding. The first approach was to alleviate the space problem. Four small trailers were purchased, altered and equipped to serve as mobile speech therapy classrooms. In order to acquire more personnel to work with speech handicapped pupils, the district initiated a program to train high school students as para-professional aides in speech correction. Under the direction of the district speech therapist, these high school students were assigned to work on a one-to-one basis with speech handicapped pupils with articulation problems. They conducted therapy sessions in one of the trailers at the site where they were working.

Thus, the purpose of this Title VI project was to alleviate the problem of space and lack of trained staff to work with speech handicapped pupils.

Objectives and Evaluation Plan:

1. *To acquire and utilize four office-boy trailers to provide space to serve children who require the services of a counselor, social worker and a speech therapist.*

To evaluate this objective the number of hours per month used by each of the before mentioned groups will be documented. The number of students served each month by category will be reported and this information will be reported for each trailer.

2. *To train six to ten high school students to be volunteers to conduct articulation programs with speech handicapped children.*

To evaluate this objective behavioral objectives will be established for volunteer training. These objectives will then be evaluated by pre-post paper pencil tests and observation of volunteer performance using a modification of the Teaching Research observation form. These observations will be done on a weekly basis.

3. *To change the speech and language behavior of approximately 45 children in the Sweet Home School District.*

To evaluate this objective a standardized articulation test will be administered on a pre and posttest basis. In addition, dates of the acquisition of interim articulation behaviors for those children served by volunteers will be reported. Stuttering and language objectives will be established for selected students and data will be collected and accumulated for each therapy session.

Methodology:

The project staff consisted of one full time speech therapist with a background in audiology, and five high school students trained as para-professional aides in speech correction. The speech therapist trained the students and supervised them in their work. They were provided with training in conducting behavioral programs in articulation. They were also observed as they initially began working with their pupils and given suggestions for improving their teaching.

For the purposes of this project, of 75 identified speech handicapped pupils, 45 were selected for therapy. The goal of the program was to change the speech and language behavior of the 45 identified pupils. Five pupils were assigned to the para-professional aides, one per aide. The remaining 40 pupils were seen under the regular speech correction program conducted by the district speech therapist. Each of the speech handicapped pupils received their speech correction program in the mobile classrooms that were purchased with Title VI funds granted under this project. Each pupil was seen for a half an hour a day, five days a week.

In September each pupil was given a Standard Photo Articulation Test. The therapy that was conducted with the pupil was based on the results of this test. Each of the high school para-professionals was assigned a behavior modification program to use with the pupil with whom he was working. The district speech therapist also used behavior modification programs with the 40 remaining speech handicapped pupils. Each pupil's progress was checked and plotted on a daily basis. At the end of the year each pupil was again administered the Photo Articulation Test. The results of the test were then compared with the September results and through this procedure the personnel were able to determine the amount of progress each pupil had made. A time table of the completion of the various therapy steps in the program was also maintained throughout the year so that the rate of progress of each pupil could be determined at any time.

A competency checklist was maintained on the high school para-professionals and each of them was evaluated by the district speech therapist on a weekly basis. A daily record of the use of the mobile classroom was also maintained.

Results:

1. *To acquire and utilize four office-boy trailers to provide space to serve children who require the services of a counselor, social worker, and a speech therapist.*

Table 1 presents the results of the data accumulated on the use of each of the four trailers. The data presents the number of hours that the trailer was used in the areas of speech, opportunity reading, elementary counseling, mental health and psychometric testing. It also includes the number of children seen by personnel in each of these categories. The total number of hours that the trailer was in use each month is also presented.

2. *To train six to ten high school students to be volunteers to run articulation programs with speech handicapped children.*

Table 2 presents the results of the evaluation of the five high school aides that worked in the program. The results of the pre and posttest are presented first and it can be seen that all five of the aides successfully completed the posttest at 100% criterion and they all showed improvement over the pretest. These are results of a paper and pencil test that was given before and after a one week training session. The remainder of the data on Table 2 is the observational data obtained on the students on a weekly basis once they had begun working in the program. The observation data indicates the student's appropriate use of cues, reinforcers and punishers. It also indicates the degree to which the aides successfully evaluated and recorded the response from the pupil with whom they were working. As can be noted, all aides reached the 100% level of success in the five areas observed prior to the termination of the project.

3. *To change the speech and language behavior of approximately 45 children in the Sweet Home School District.*

Table 3 presents the results of the Photo-Articulation Test of the children in the program. Scores represent the number of mis-articulated sounds produced by the children. The point of mis-articulation is identified in three areas and the total number of mis-articulations is presented on a pre and post basis. It can be noted that the largest average gain by group was that made by the first and second grade pupils.

Table 4 presents the percentage of non-fluency in reading and free verbalization for pupils who were identified as stutterers. Two such pupils were seen for ongoing therapy throughout the school year and both were evaluated at the first of the year and subsequently at the end of the first, second, third and fourth reporting periods in the school year. The evaluations consist of a period of reading aloud followed by free verbalization on any topic the child selected. For evaluative purposes the first 500 words of the reading selection were analyzed and the first 500 words of the free verbalization were analyzed. Results indicate that the total percentage of non-fluencies decreased for both subjects during the course of the program.

Tables 5-9 present the date of acquisition of interim articulation behaviors for those children served by the volunteers. Volunteers 1, 4 and 5 produced 13 or more changes in the children with whom they worked, whereas volunteer 2 only produced 5 changes and volunteer 3 only accomplished 3 changes. It should be noted that volunteer 3 began working later in the program than the other four.

Table 1

Utilization of Trailers

SPEECH TRAILER NUMBER 1, FOSTER GRADE SCHOOL

SEPTEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
36 hrs.	38 hrs.	8 hrs.	4 hrs.	7 hrs	93 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	4	34

OCTOBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
43½ hrs.	42 hrs.	9 hrs.	4½ hrs.	9 hrs.	108 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	4	34

NOVEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
34 hrs.	34 hrs.	8 hrs.	4 hrs.	6 hrs.	86 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	3	33

DECEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
30 hrs.	30 hrs.	6 hrs.	3 hrs.	9 hrs.	78 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	4	34

SPEECH TRAILER NUMBER 1, OAK HEIGHTS GRADE SCHOOL

JANUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
44 hrs.	44 hrs.	9 hrs.	4½ hrs.	6 hrs.	107½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
5	6	3	3	2	19

FEBRUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
40 hrs.	40 hrs.	8 hrs.	4 hrs.	2 hrs.	94 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
5	6	3	3	1	18

MARCH:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
32 hrs.	32 hrs.	6 hrs.	3 hrs.	2 hrs.	75 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
5	6	3	3	1	18

APRIL:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
42 hrs.	42 hrs.	9 hrs.	4½ hrs.	5 hrs.	102½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
5	6	3	3	2	19

MAY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
44 hrs.	44 hrs.	9 hrs.	4½ hrs.	5	106½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
5	6	3	3	2	19

SPEECH TRAILER NUMBER 2, HAWTHORNE GRADE SCHOOL

SEPTEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
33½ hrs.	33½ hrs	8 hrs.	4 hrs.	6 hrs.	85 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
7	7	4	2	3	23

OCTOBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
37½ hrs.	41 hrs.	9 hrs.	4½ hrs.	7 hrs.	99 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
7	7	4	2	4	24

NOVEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
41 hrs.	36 hrs.	8 hrs.	4 hrs.	5 hrs.	94 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
7	7	4	2	4	24

DECEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
27 hrs.	29 hrs.	6 hrs.	3 hrs.	4 hrs.	69 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
7	7	4	4	2	24

SPEECH TRAILER NUMBER 2, PLEASANT VALLEY GRADE SCHOOL

JANUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
22 hrs.	44 hrs.	9 hrs.	4½ hrs.	2 hrs.	81½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
4	8	2	1	1	16

FEBRUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
20 hrs.	40 hrs.	8 hrs.	4 hrs.	4 hrs.	76 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
4	8	2	1	2	17

MARCH:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
16 hrs.	32 hrs.	6 hrs.	3 hrs.	4	61 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
4	8	2	1	2	17

APRIL:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
21 hrs.	42 hrs.	9 hrs.	4½ hrs.	2	78½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
4	8	2	1	1	16

MAY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
22 hrs.	44 hrs.	9 hrs.	4½ hrs.	3 hrs.	82½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
4	8	2	1	1	16

SPEECH TRAILER NUMBER 3, HOLLEY GRADE SCHOOL

SEPTEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
39½ hrs.	27½ hrs.	7 hrs.	4 hrs.	9 hrs.	87 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	5	35

OCTOBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
43½ hrs.	30½ hrs.	9 hrs.	4½ hrs.	14 hrs.	101½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	7	37

NOVEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
38½ hrs.	27 hrs.	7 hrs.	4 hrs.	7 hrs.	83½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	3	33

DECEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
30 hrs.	22½ hrs.	6 hrs.	3 hrs.	6 hrs.	67½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
15	9	4	2	3	33

SPEECH TRAILER NUMBER 3, CRAWFORDSVILLE GRADE SCHOOL

JANUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
22 hrs.	44 hrs.	9 hrs.	4½ hrs.	7 hrs.	86½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
3	6	2	2	3	16

FEBRUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
20 hrs.	40 hrs.	8 hrs.	4 hrs.	3 hrs.	74 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
3	6	2	2	1	14

MARCH:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
16 hrs.	32 hrs.	6 hrs.	3 hrs.	2 hrs.	59 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
3	6	2	2	1	14

APRIL:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
21 hrs.	42 hrs.	8 hrs.	4 hrs.	6 hrs.	81 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
3	6	2	2	3	16

MAY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
22 hrs.	44 hrs.	9 hrs.	4½ hrs.	6 hrs.	85½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
3	6	2	2	3	16

SPEECH TRAILER NUMBER 4, LIBERTY GRADE SCHOOL

SEPTEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
29½ hrs.	38 hrs.	7 hrs.	3 hrs.	5 hrs.	82½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	2	31

OCTOBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
33 hrs.	42 hrs.	9 hrs.	4½ hrs.	8 hrs.	96½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	4	33

NOVEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
29 hrs.	36 hrs.	7 hrs.	4 hrs.	7 hrs.	83 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	3	32

DECEMBER:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
22½ hrs.	30 hrs.	6 hrs.	3 hrs.	6 hrs.	67½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	3	32

SPEECH TRAILER NUMBER 4, LIBERTY GRADE SCHOOL

JANUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
33 hrs.	40 hrs.	9 hrs.	4½ hrs.	10 hrs.	96½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	3	32

FEBRUARY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
30 hrs.	40 hrs.	8 hrs.	4 hrs.	7 hrs.	89 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	[illegible]	3	2	31

MARCH:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
23 hrs.	32 hrs.	6 hrs.	3 hrs.	5 hrs.	69 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	2	31

APRIL:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
33½ hrs.	42 hrs.	9 hrs.	4 hrs.	9 hrs.	97½ hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	3	32

MAY:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	TOTAL
33½ hrs.	44 hrs.	8 hrs.	4½ hrs.	10 hrs.	100 hrs.

Number of Children served:

Speech	Opportunity Reading	Elementary Counseling	Mental Health	Psychometric Testing	
13	8	5	3	5	34

Table 2

Evaluation of Aides

Data on Pre-Posttests:	Pretest	Posttest	Difference
Aide #1	80%	100%	+20%
Aide #2	65%	100%	+35%
Aide #3	70%	100%	+30%
Aide #4	85%	100%	+15%
Aide #5	80%	100%	+20%

		Cue	Reinforcer	Punisher	Response Evaluation	Response Recording
Aide #1	1st Week	96%	100%	94%	100%	100%
	2nd Week	100%	100%	94%	100%	100%
	3rd Week	100%	96%	96%	100%	100%
	4th Week	100%	100%	100%	100%	100%
	5th Week	100%	98%	94%	100%	100%
	6th Week	100%	100%	98%	100%	100%
	7th Week	100%	100%	100%	100%	100%
	8th Week	100%	100%	100%	100%	100%
	9th Week	100%	100%	100%	100%	100%
	10th Week	100%	100%	100%	100%	100%
	11th-24th Week	100%	100%	100%	100%	100%
Aide #2	1st Week	100%	94%	88%	94%	94%
	2nd Week	100%	96%	98%	98%	98%
	3rd Week	100%	94%	100%	100%	100%
	4th Week	100%	100%	100%	94%	94%
	5th Week	100%	100%	100%	100%	100%
	6th Week	100%	100%	98%	100%	100%
	7th Week	100%	100%	98%	98%	98%
	8th Week	100%	98%	98%	98%	98%
	9th Week	100%	100%	100%	98%	98%
	10th Week	100%	100%	100%	100%	100%
	11th Week	100%	100%	100%	100%	100%
	12th Week	100%	94%	100%	100%	100%
	13th Week	100%	98%	98%	100%	100%
	14th Week	100%	100%	100%	100%	100%
	15th Week	100%	100%	100%	100%	100%
	16th Week	100%	100%	100%	100%	100%
	17th Week	100%	100%	100%	100%	100%
	18th Week	100%	100%	100%	100%	100%
	19th-24th Week	100%	100%	100%	100%	100%

		Cue	Reinforcer	Punisher	Response Evaluation	Response Recording
Aide #3	1st Week	86%	88%	86%	98%	98%
	2nd Week	100%	96%	100%	96%	96%
	3rd Week	100%	98%	98%	98%	98%
	4th Week	100%	100%	100%	100%	100%
	5th Week	100%	100%	100%	100%	100%
	6th Week	100%	98%	98%	100%	100%
	7th Week	100%	100%	100%	100%	100%
	8th -24th Week	100%	100%	100%	100%	100%
Aide #4	1st Week	100%	90%	90%	94%	94%
	2nd Week	100%	96%	96%	94%	94%
	3rd Week	100%	100%	100%	94%	94%
	4th Week	100%	96%	96%	98%	98%
	5th Week	98%	98%	98%	100%	100%
	6th Week	100%	96%	96%	100%	100%
	7th Week	100%	100%	100%	96%	96%
	8th Week	100%	100%	100%	94%	94%
	9th Week	100%	100%	100%	98%	98%
	10th Week	100%	98%	98%	100%	100%
	11th Week	100%	100%	100%	100%	100%
	12th Week	100%	100%	100%	100%	100%
	13th Week	100%	100%	100%	100%	100%
	14th Week	100%	100%	100%	96%	96%
	15th Week	100%	100%	100%	100%	100%
	16th Week	100%	100%	100%	100%	100%
	17th-20th Week	100%	100%	100%	100%	100%
Aide #4	1st Week	90%	90%	90%	100%	100%
	2nd Week	96%	100%	98%	100%	100%
	3rd Week	100%	98%	98%	100%	100%
	4th Week	100%	100%	100%	100%	100%
	5th Week	98%	100%	100%	100%	100%
	6th Week	98%	96%	96%	100%	100%
	7th Week	100%	100%	96%	100%	100%
	8th Week	100%	100%	100%	100%	100%
	9th Week	100%	100%	100%	100%	100%
	10th Week	100%	92%	100%	100%	100%
	11th Week	96%	100%	100%	100%	100%
	12th Week	100%	100%	98%	100%	100%
	13th Week	100%	100%	100%	100%	100%
	14th-24th Week	100%	100%	100%	100%	100%

Table 3
Photo-Articulation Test Results

	PRETEST				POSTTEST				
	Tongue	Lip	Vowels	Total	Tongue	Lip	Vowels	Total	Difference
Case # 1	5	0	0	5	3	0	0	3	2
Case # 2	18	1	0	19	13	0	0	13	5
*Case # 3	2	0	0	2	0	0	0	0	2
Case # 4	21	3	0	24	14	0	0	14	10
Case # 5	16	0	0	16	15	0	0	15	1
Case # 6	6	0	0	6	2	0	0	2	4
Case # 7	3	1	0	4	3	0	0	3	1
*Case # 8	4	0	0	4	0	0	0	0	4
Case # 9	14	1	0	15	12	0	0	12	2
*Case #10	3	0	0	3	0	0	0	0	3
Case #11	9	0	1	10	6	0	1	7	3
*Case #12	5	1	0	6	0	0	0	0	6
Case #13	2	0	1	3	0	0	1	1	2
Case #14	36	8	0	44	33	5	0	38	6
Case #15	26	0	0	26	24	0	0	24	2
Case #16	28	2	0	30	22	0	0	22	8
*Case #18	3	0	0	3	0	0	0	0	3
Case #19	9	2	1	12	6	0	1	7	5
*Case #20	4	0	0	4	0	0	0	0	4
*Case #21	6	0	0	6	0	0	0	0	6
Case #22	20	2	1	23	17	0	1	18	5
Case #23	13	0	0	13	10	0	0	10	3
*Case #24	8	0	0	8	0	0	0	0	8
*Case #25	0	3	0	3	0	0	0	0	3
*Case #26	1	0	0	1	0	0	0	0	1
*Case #27	1	0	0	1	0	0	0	0	1
Case #28	8	0	0	8	6	0	0	6	2
Case #29	11	0	0	11	8	0	0	8	3
Case #30	9	3	1	13	9	0	1	10	3
*Case #31	1	0	0	1	0	0	0	0	1
Case #32	14	0	1	15	11	0	1	12	3
Case #33	20	1	2	23	17	0	1	18	5
Case #34	9	3	0	12	9	0	0	9	3
Case #35	13	0	0	13	11	0	0	11	2
Case #36	4	0	0	4	3	0	0	3	1
Case #37	6	0	0	6	3	0	0	3	3
*Case #38	2	0	0	2	0	0	0	0	2
Case #39	13	1	0	14	12	0	0	12	2
Case #40	26	0	0	26	20	0	0	20	6
*Case #41	3	1	0	4	0	0	0	0	4
*Case #42	2	0	0	2	0	0	0	0	2
Case #43	14	0	1	15	12	0	1	12	2
Case #44	8	2	0	10	6	0	0	6	4
Case #45	14	0	0	14	9	0	0	9	5
		TOTALS		484				328	153

Cases that have the * by them are those cases considered corrected.

Cases 1-18 are in the 1st grade	$\bar{x}$ gain = 3.76	Cases 36 & 37 are in the 4th grade.	$\bar{x}$ gain = 1.50
Cases 19-26 are in the 2nd grade.	$\bar{x}$ gain = 4.38	Cases 38-40 are in the 5th grade.	$\bar{x}$ gain = 3.33
Cases 27-35 are in the 3rd grade.	$\bar{x}$ gain = 2.56	Cases 41-45 are in the 6th grade.	$\bar{x}$ gain = 3.40

Table 4

Per-Cent of Non-Fluences in Reading and Free Verbalization Settings

Case #1 . . . 7 yr. old male in the 2nd grade:

	Percentage of non-fluencies . . .	
	Reading	**Free Verbalization**
Initial test:	39%	28%
1st Quarter:	37%	22%
2nd Quarter:	31%	19%
3rd Quarter:	23%	12%
4th Quarter:	20%	8%

Case #2 . . . 8½ yr. old female in the third grade:

	Percentage of non-fluencies . . .	
	Reading	**Free Verbalization**
Initial test:	42%	36%
1st Quarter:	42%	31%
2nd Quarter	36%	22%
3rd Quarter:	23%	17%
4th Quarter	22%	15%

Table 5

Checklist
Objectives: Articulation Programs

Child Case A Aide #

Starting Date 12-3-73

Completion Date End of school year

Date Goal Reached		(s) phoneme
12-4-73	1.	Discrimination of incorrect sound vs. correct sound.
12-4-73	2.	Produce sound in isolation.
12-19-73	3.	Produce sound in beginning position of words.
1-24-74	4.	Produce sound in final position of words.
2-12-74	5.	Produce sound in middle position of words.
3-1-74	6.	Produces sound in beginning position of words in phrases.
3-6-74	7.	Produces sound in final position of words in phrases.
3-28-74	8.	Produces sound in middle position of words in phrases.
4-1-74	9.	Produces sound in beginning position of words in sentences.
4-19-74	10.	Produces sound in final position of words in sentences.
4-29-74	11.	Produces sound in medial position of words in sentence.
5-16-74	12.	Produces sound in more than one position of words in sentences.
5-17-74	13.	Produces sound in all positions of words in more than one word in sentences.
	14.	Produces sound in any and all positions of words in telling stories.
	15.	Produces sound in any and all positions of words in conversational speech.

Table 6

Checklist
Objectives: Articulation Programs

Child Case B Aide #2

Starting Date 12-3-73

Completion Date End of school year

(s) phoneme

Date Goal Reached		
12-4-73	11.	Discrimination of incorrect sound vs. correct sound.
12-4-73	2.	Produce sound in isolation.
1-22-74	3.	Produce sound in beginning position of words.
2-15-74	4.	Produce sound in final position of words.
4-16-74	5.	Produce sound in middle position of words.
4-24-74	6.	Produces sound in beginning position of words in phrases.
5-15-74	7.	Produces sound in final position of words in phrases.
	8.	Produces sound in middle position of words in phrases.
	9.	Produces sound in beginning position of words in sentences.
	10;	Produces sound in final position of words in sentences.
	11.	Produces sound in medial position of words in sentences.
	12.	Produces sound in more than one position of words in sentences.
	13.	Produces sound in all positions of words in more than one word in sentences.
	14.	Produces sound in any and all positions of words in telling stories.
	15.	Produces sound in any and all positions of words in conversational speech.

Table 7

Checklist
Objectives: Articulation Program

Child Case C Aide #3

Starting Date 12-3-73

Completion Date end of school year

Date Goal Reached		(r) phoneme
1-30-74	1.	Discrimination of incorrect sound vs. correct sound.
2-21-74	2.	Produce sound in isolation.
4-29-74	3.	Produce sound in beginning position of words.
	4.	Produce sound in final position of words.
	5.	Produce sound in middle position of words.
	6.	Produces sound in beginning position of words in phrases.
	7.	Produces sound in final position of words in phrases.
	8.	Produces sound in middle position of words in phrases.
	9.	Produces sound in beginning position of words in sentences.
	10.	Produces sound in final position of words in sentences.
	11.	Produces sound in medial position of words in sentence.
	12.	Produces sound in more than one position of words in sentences.
	13.	Produces sound in all positions of words in telling stories.
	14.	Produces sound in any and all positions of words in telling stories.
	15.	Produces sound in any and all positions of words in conversational speech.

Table 8

Checklist

Objectives: Articulation Programs

Child Case D | Aide #4

Starting Date 12-3-73

Completion Date 5-29-74

Date Goal Reached	**(th) phoneme**
12-4-73	1. Discrimination of incorrect sound vs. correct sound.
12-4-73	2. Produce sound in isolation.
12-4-73	3. Produce sound in beginning position of words.
12-4-73	4. Produce sound in final position of words.
1-29-74	5. Produce sound in middle position of words.
2-11-74	6. Produces sound in beginning position of words in phrases.
2-11-74	7. Produces sound in final position of words in phrases.
3-26-74	8. Produces sound in middle position of words in phrases.
4-1-74	9. Produces sound in beginning position of words in sentences.
4-2-74	10. Produces sound in final position of words in sentences.
4-3-74	11. Produces sound in medial position of words in sentences.
4-9-74	12. Produces sound in more than one position of words in sentences.
5-2-74	13. Produces sound in all positions of words in more than one word in sentences.
5-15-74	14. Produces sound in any and all positions of words in telling stories.
5-29-74	15. Produces sound in any and all positions of words in conversational speech.

Table 9

Checklist
Objectives: Articulation Programs

Child Case E Aide #5

Starting Date 12-3-73

Completion Date end of school year

Date Goal Reached		
12-4-73	1.	Discrimination of incorrect sound vs. correct sound.
12-4-73	2.	Produce sound in isolation.
12-21-73	3.	Produce sound in beginning position of words.
1-18-74	4.	Produce sound in final position of words.
1-29-74	5.	Produce sound in middle position of words.
2-5-74	6.	Produces sound in beginning position of words in phrases.
2-6-74	7.	Produces sound in final position of words in phrases.
2-7-74	8.	Produces sound in middle position of words in phrases.
2-18-74	9.	Produces sound in beginning position of words in sentences.
3-11-174	10.	Produces sound in final position of words in sentences.
3-29-74	11.	Produces sound in medial position of words in sentence.
4-22-74	12.	Produces sound in more than one position of words in sentences.
5-23-74	13.	Produces sound in all positions of words in more than one word in sentence.
	14.	Produces sound in any and all positions of words in telling stories.
	15.	Produces sound in any and all positions of words in conversational speech.

Third Party Evaluator's Comments:

Results of this project indicate that the program was successful in meeting its objectives and it did provide a needed service to identified children with speech problems. In reviewing the use of the trailers, it can be noted that they were used for the purposes designated in the project and in fact, were used to a greater degree than was originally planned. The trailers were used for the Opportunity Reading Program which was a remedial reading program and also used for psychometric testing, both of which were not originally planned. The original proposal called for training six to ten high school volunteers; however only five were trained. The reason for this was that students were reluctant to sign up for the project since it was required that they provide their own transportation to and from the sites which were in outlying areas from the high school. This problem was magnified by the energy crisis when the students had a great deal of difficulty purchasing gasoline for their cars. Problems of transportation are not unusual when using volunteers who are required to provide their own transportation. In many cases, this is a limiting factor in the success of using high school volunteers. It is felt by this evalutor that the speech therapist adequately trained the students and gathered sufficient evaluative data on them so that he could be confident in their ability to assist young children with speech problems. In reviewing the test data on the children served it can be seen that progress was made with all pupils served with the greatest percent of gain being made by the younger children in the program. This is often the case in an intervention program of this type. The project gathered sufficient data on the children to indicate the success of the intervention.

This evaluator feels the project was successful in that the number of students proposed to be served were served, that the high school aides were trained to provide speech therapy for the children and data were collected to indicate progress shown by this intervention program. If the project had been able to acquire more aides to work in the program it is felt that it would have been even more successful in that they would have provided services for a greater number of speech handicapped children.

Title of Project: *Prevention of Preschool Speech Defects*

Location of Project: *Wasco County Intermediate Education District*

Type and Number of Children Served: *66 Parents of Preschool Children*

Funding Allocated: *$1,960*

Project Beginning Date. *September 1, 1973*

Project Ending Date: *June 1, 1974*

Background and Rationale:

This Title VI ESEA project was an attempt to reduce the incidence of functional speech problems of the preschool aged population through the use of an adult education program. This program was designed to instruct parents in the area of normal speech and language development with suggested methods and procedures for facilitating this development in their preschool children.

Most authorities agree that as many as 70 per cent of speech problems are preventable during the developmental years. This project was designed to work toward that goal.

Objectives and Evaluation Plan:

1. *To reduce the incidence of speech and language problems among infant and first grade children in Wasco and Sherman Counties.*

Each incoming first grader was tested on the Peabody Picture Vocabulary Test and the Riley Articulation and Language Test. In addition, audio taped language samples were taken for each child. The incidence figure of speech and language problems among incoming first graders were compared between September 1972 and September 1973.

Methodology:

Staff for the project consisted of three speech pathologists of the IED staff who were previously trained to give the "Teach Your Child to Talk" program. Three adult volunteers were used to assist in contacting potential parents to attend workshops.

The major emphasis of the project was to reduce the incidence of speech and language problems of entering first graders. This was to be accomplished by providing parent training workshops using the "Teach Your Child to Talk" kits. Each workshop consisted of three evening sessions approximately two and one half to three hours in length. These sessions included, through the use of slides, tape recordings, and a movie, the normal stages of speech and language development from birth to age five. Specific activities and suggestions for language stimulation were presented for each age level. A total of ten workshops were conducted for the 106 parents who participated.

Results:

1. *To reduce the incidence of speech and language problems among incoming first grade children in Wasco and Sherman Counties.*

Results of this objective can be seen in Table 1 and

Table 1

MEAN MENTAL AGE COMPARISONS

Peabody Picture Vocabulary Test
1972-1973

Sherman County	**1972**	**1973**
Rufus	5-9	6-7
Wasco	6-5	6-8
Moro	6-7	6-11
Grass Valley	7-4	7-9
Kent	6-4	
County Average	6-6	7-0
Wasco County		
Dry Hollow	7-4	7-4
Wilson	7-1	7-2
Co. Wright	7-1	7-2
Mosier	7-0	6-9
Chen. Primary	6-10	7-0
Dufur	6-10	6-10
Petersburg	6-4	6-8
St. Marys	6-8	7-3
Tygh Valley	6-11	6-4
Wamic	6-6	7-3
Maupin	6-2	6-7
Antelope		[illegible]-11
County Average	6-10	6-11
Two County Averages	6-8	7-0

Table 2. Note that the mean mental age of incoming first graders raised slightly over 1972 figures. In addition, 19% of the incoming first graders scored below 83 per cent in 1973-74, while 22 per cent scored below 83 per cent in 1972-73, a reduction of three per cent between the two years.

Table 2

SCREENING RESULTS

Riley Articulation Section
Cutoff Score – 83

School	Number Scoring 83 or Less	Total Number First Graders Tested
Wilson	5	36
Dry Hollow	8	47
Col. Wright	12	60
Chen. Primary	10	53
Mosier	3	10
Petersburg	2	11
Dufur	2	13
St. Mary's	7	24
Tygh Valley	1	6
Wamic	1	3
Maupin Elem.	4	16
Rufus	1	6
Wasco	0	16
Moro	1	4
Grass Valley	3	7
TOTALS	60	312

First Grade Testing Interpretation:

1973-74 – According to Riley's Articulation norms, 10 per cent of first graders should score 83 or less. The testing indicated that 60 out of 312 or 10 per cent of the population scored less than 83.

1972-73 – According to Riley's Articulation norms, 10 per cent of first graders should score 83 or less. The testing indicated that 77 out of 347 or 22 per cent of the population scored less than 83.

Third Party Evaluator's Comments:

This is a second year Title VI project and comments regarding this project last year are still relevant this year.

Some slight decrease in incidence figures may be appearing at this time. However the changes are not great enough to support any definitive conclusions. Since this is a longitudinal study, perhaps data can be more conclusive in the coming years.

This project failed to submit the analysis of the audiotape samples as requested. However, the tape samples were made and are now in the process of analysis. The project reports that it takes approximately two years to analyze one year's data and the first year's data analysis was just approaching completion. This project had decided that a yearly tape sample is too burdensome a task to analyze and is moving toward a pre-interim and post-tape sample. This sampling should prove as viable as a yearly tape sample and yet be less difficult to analyze. It is recommended that this project collect, each year, information on the number of entering first graders whose parents have completed the parent-training workshop. If one sees a corresponding increase in speech impaired first graders and a high number of parent trained first graders, then a correlation may be drawn. This information could further validate the project's results.

The project staff should be complimented for running a worthwhile study and the cumulative long term results should prove interesting.

Title of Project: *Itinerant Teacher of Deaf in Malheur County*

Location of Project: *Malheur County IED District*
Vale, Oregon

Type and Number of Children Served: *2 Deaf and 11 Hearing Impaired Children*

Funding Allocated: *$18,130*

Project Beginning Date: *August 8, 1973*

Project Ending Date: *May 31, 1974*

Background and Rationale:

This project was initiated because there were little if any services being provided to the deaf or hearing impaired children of Malheur County, other than that being provided on a limited basis by an itinerant speech therapist for the county. It was felt that the acquisition of an itinerant teacher for the deaf and hearing impaired would not only help provide a better educational program for these children but she would also alleviate the problems that the itinerant speech therapist was facing in attempting to provide services for these children as well as her regular speech therapy caseload. Specialists in the area felt that there were sufficient numbers of children in Malheur County to warrant the need for an itinerant teacher of the deaf and hearing impaired. Title VI funding allowed this type of teacher to be hired.

Objectives and Evaluation Plan:

1. *To assist the children in understanding and utilizing receptive oral and visual communication.*

To evaluate this objective the Peabody Picture Vocabulary Test, the Metropolitan Achievement Test, the Utley Speech Reading Test, the Stanford Diagnostic Reading Test and the Frostig Developmental Test of Visual Perception will be administered on a pre-posttest basis.

2. *To assist the children to acquire expressive language in the areas of syntax and vocabulary.*

To evaluate the expressive syntax section of this objective the expressive section of the Northwestern Syntax Screening Test was administered on a pre-posttest basis. To evaluate the expressive vocabulary section of this objective the Malheur Receptive and Expressive Vocabulary Test will be administered on a pre-posttest basis. Only the expressive scores will be recorded.

3. *To assist the children in learning social skills not presently apparent in the child's repertoire.*

To evaluate this objective the social ability skills of the Vineland Social Maturity Scale will be used for observation purposes. Skills applicable for children at their age level which will be used for evaluation purposes. A list of the acquired social skills will be provided on the children at the conclusion of the program.

Methodology:

The project staff consisted of one itinerant teacher for the deaf and hearing impaired. All of the children served were in Malheur County and they were in grades 1-12. Referrals for services were received from the County Health Department, speech therapists, parents, teachers and physicians who identified children who had hearing loss.

An initial group screening was conducted by a state audiologist for the elementary children in Malheur County and referrals for this screening were made by the state audiologist, the County Health Department, school personnel and parents. Individual hearing evaluations were then scheduled by the state audiologist available through the Malheur County Health Department. An otologist was also available at this clinic. Thirteen children were identified as needing service as provided by the itinerant teacher for the deaf and hearing impaired. All of her instruction was provided on an individual basis and was dependent upon the type and degree of hearing loss of the child. Instruction was given for not less than one hour a week and was dependent upon the need of the children. Lipreading lessons, which were designed to teach the child the placement of the tongue and the use of the muscles necessary for oral speech, were an integral part of every lesson. In relation to auditory training, a Maico Auditory Trainer, equipped with ear phone and a directional microphone and a three way mirror, was used in the instructional program. A tape recorder for play-back in pronunciation practice was also a part of the regular instructional program. The use of this equipment helped the child use his residual hearing and monitor his own voice.

Every attempt was made to involve the regular classroom teacher in the training sessions and they were encouraged to consult with the itinerant teacher for instruction in how to help the child in the regular classroom setting. The majority of the classroom teachers were very supportive of these efforts and assisted in training the child directly in the regular teaching schedule, she also screened 17 children to determine their degree of hearing and she worked with referrals provided by the County Health Department, physicians, parents, and teachers. Whenever possible she also worked with parents to help them assist their child in the home environment.

Results:

1. *To assist children in understanding and utilizing receptive, oral and visual communication.*

Table 1 presents results of the Peabody Picture Vocabulary Test. Raw scores of the students were reported and as can be seen all of the children, except one who received pre and posttests, gained on the posttest compared to the pretest. It was reported that the one child, subject #4, did show a decrease. This child was a bilingual student and this may have contributed to the decrease in his score. The Metropolitan Achievement Test results are not reported since the pretest for this instrument was not administered in the fall. Only spring test scores were available and these were not reported.

Table 1

Peabody Picture Vocabulary Test

Subject		Form A Pre Raw Score	Form B Post Raw Score	Difference
1		100	117	+17
2		116	137	+21
3		82	114	+32
4		56	44	-12
5	Dropped Temporarily			
6		81	103	+22
7	Moved			
8		22	64	+42
9		68	81	+13
10		56	78	+22
11		60	72	+12
12		26	29	+ 3
13		61	64	+ 3

Table 2 presents the results of the Jean Utley Speech Reading Test. This is a test of 31 sentences that become progressively more difficult. The child is instructed to repeat exactly the same sentence which the teacher pronounces. Pupils who have residual hearing are required to turn off their hearing aides so that only lipreading is used. The child's percentage score depends on the number of sentences that he correctly repeated. As can be noted from the results on Table 2, all children except three who were pre and posttested, showed gain scores on this instrument.

Table 3 presents the results of the Stanford Diagnostic Reading Test for the students in the program. As can be noted the results are reported in the areas of reading comprehension, vocabulary, syllabication, sound discrimination, blending, and rate of reading. Also for those students who received the level two test results reported for differential and total reading, results are reported in stanine scores. The overall trend of these reading scores indicate that the students made progress in some of the areas measured by this test. However, it can be noted that on a number of the sub-tests no gains were made and some students actually showed a decrease in their posttest scores compared to the pretest. All students showed progress in at least one of the sub-tests from this reading test.

Table 2

The Jean Utley Speech Reading Test

Subject		Pre Form A	Post Form B	
		Pre	Post	Differ[illegible]
1		Excellent 97%	Excellent 97%	[illegible]
2		Excellent 81%	Excellent 97%	+16
3		Good 68%	Excellent 97%	+29
4		Good 58%	Excellent 74%	+16
5	Dropped Temporarily			
6		Excellent 81%	Excellent 97%	+16
7	Moved			
8		Fair	Excellent 78%	+29
9		Excellent 81%	Excellent 81%	0
10		Excellent 74%	Excellent 97%	+23
11		Poor 36%	Excellent 97%	+61
12		Poor 32%	Excellent 78%	+46
13		Excellent 71%	Good 55%	-16

Scoring Table:	Excellent 70-97%	Fair 40-54%
	Good 55-69%	Poor 40% or less

Test consists of 31 sentences.

Table 3

Stanford Diagnostic Reading Test Form w

Level II (Stanine)

Subject		Reading Comprehension			Vocabulary			Syllabication			Sound Discrimination			Blending			Rate of Reading			Total Reading		
		Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
1.	Literal	3	4	+1	2	5	+3	5	2	-3	3	4	+1	6	7	+1	1	3	+1	2	2	0
	Inferential	1	1	0																		
2.	Literal	9	9	0	7	7	0	6	7	+1	6	6	0	5	7	+2	1	3	+1	9	9	0
	Inferential	9	9	0																		
3.	Literal	6	4	- 2	2	7	+5	5	7	+2	6	8	+2	6	8	+2	3	7	+2	7	5	-2
	Inferential	6	7	+1																		
6.	Literal	4	6	+2	3	8	+5	3	3	0	4	4	0	8	8	0	4	6	+2	4	6	+2
	Inferential	4	5	+1																		

Level I

	Reading Comprehension			Vocabulary			Auditory Discrimination			Syllabication			Beg. & End Sounds			Blending			Sound Discrimination		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
4.	1	1	0	1	5	+4	4	4	0	2	4	+2	1	1	0	2	5	+3	1	6	+5
8.	1	2	+1	5	4	- 1	9	4	-1	2	4	+2	4	4	0	3	5	+2	5	4	- 1
9.	4	6	+2	6	6	0	6	8	+2	4	7	+3	7	7	0	6	7	+1	7	8	+1
10.	4	4	0	2	2	0	3	8	+5	6	7	+1	6	8	+2	8	8	0	5	5	0
11.	2	2	0	3	3	0	4	6	+2	2	3	+1	1	3	+2	3	3	0	2	2	0
12.	1	1	0	5	4	- 1	4	4	0	2	4	+2	2	2	0	2	4	+4	3	3	0
13.	2	4	+2	2	3	+1	4	8	+4	2	6	+4	3	4	+1	6	5	- 1	5	8	+3

Table 4 presents the results of the Frostig Developmental Test of visual perception. The results are not available for the first three students and only three of the students shows progress on this test in comparing pre and posttest scores.

2. *To assist the children to acquire expressive language in the areas of syntax and vocabulary.*

Table 5 presents the results of the Northwestern Syntax Screening Test for the expressive section of the test. This test measured the child's ability to repeat sentences provided for him given a picture clue. The top score obtainable on this test is 40. It can be noted that four pupils received a score of 40 on the pretest. In examining the difference in the scores it can be noted that five students showed progress on this test and only one showed a decrease in score.

Table 6 presents results of the Malheur Expressive Picture Vocabulary Test. This is a test quite similar to the Peabody Picture Vocabulary Test, except the child verbally expresses the name of picture presented to him. The highest obtainable score on this test is 50 and it can be noted that four pupils received this score on the pretest. Two of those pupils were not re-administered the test on a posttest basis and two of them were. It can be noted in examining the different scores that a total of six pupils showed progress in expressive vocabulary as measured by this test.

3. *To assist the children in learning social skills not presently apparent in the child's repertoire.*

Table 7 presents the results of the Vineland Social Maturity Scale as used in an observation and interview setting with either the classroom teacher, the parent or direct observation of the pupil. The column on the left indicates the number of the subject that acquired the skill listed between October 1973 and May 1974. Also the number of children acquiring the skill listed is also presented. The age levels are presented for the groups of behaviors that were observed or indicated having been acquired through an interview. Thus the beginning age level is seven and the form ends at age 15 or higher. In examining these results it can be noted that the young children acquired the skills or the behaviors for the younger children while the older children acquired those for the older age group. This could be expected on the basis of the age of the pupil being served. It should be noted that as reported by the project director the data were gathered in an informal way throughout the year and no systematic structured procedure was set up for acquiring the information submitted here.

Third Party Evaluator's Comments:

It is apparent that this program provided a much needed service to the children who otherwise were not receiving any kind of help and were in need of it. The deaf and hard of hearing pupils in the rural, sparsely populated areas of Malheur County undoubtedly benefited from the services of this itinerant teacher. In an attempt to document the extent of the changes in the pupils served by the itinerant teacher, the staff accumulated a variety of test results on the pupils. However, in examining the results it has to be noted that the testing was quite diverse and in many cases may not have reflected the type of service that the teacher was providing. For instance, this evaluator would encourage the itinerant teacher to identify the types of services she is providing and then evaluate those specifically. These areas would be in speech-reading and possibly vocabulary and language development. Other more standard academic measures should be the responsibility of the classroom teacher, as it is she that has the major responsibility for this area.

It should be noted that this project did demonstrate appropriate progress for each of the objectives specified for the children. Valuable service was provided to children who would otherwise not have received it.

242/243

Table 4

Frostig Developmental Test of Visual Perception
(Percentile Rank)

Subject	Percentile Rank Pre	Percentile Rank Post	Difference
1	Not administered in posttest (95)		
2	Not administered in posttest (95)		
3	Not administered in posttest (95)		
4	95	95	0
5	Dropped Temporarily		
6	95	95	0
7	Moved		
8	75	95	+20
9	95	95	0
10	95	95	0
11	95	95	0
12	75	95	+20
13	70	95	+25

Table 5

Northwestern Syntax Screening Test Results–Expressive

Subject	Grade	Pre	Post	Difference
1	12	40	40	0
2	10	40	40	0
3	9	40	40	0
4	11	8	33	+15
5	Moved			
6	7	40	40	0
7	Moved			
8	6	36	38	+ 2
9	5	38	38	0
10	4	24	40	+16
11	2	28	36	+ 9
12	3	32	38	+ 6
13	2	36	34	- 2

Table 6

Malheur Expressive Picture Vocabulary Test

Subject	Pre	Post	Difference
1	50	Not administered	
2	50	Not administered	
3	50	50	0
4	36	41	+5
5 Dropped Temporarily			
6	50	50	0
7 Moved			
8	46	48	+2
9	47	47	0
10	43	49	+6
11	45	50	+5
12	36	38	+2
13	45	50	+5

Table 7

Vineland Social Maturity Scale

Subject	N	Age Level	
8	1	7-8	Tells time to quarter hour
8 11 13	3		Uses knife for cutting
8 11 13	3		Disavows literal Santa Claus
8 11 12 13	4		Participates in pre-adolescent play
8 11 12 13	4		Combs or brushes hair
8 11 12 13	4	8-9	Uses tools or utensils
8 11	2		Does Routine household tasks
8 13	2		Reads on own initiative
8 11 13	3		Bathes self unaided
8 9 11 12 13	5	9-10	Cares for self at table
9 11 13	3		Makes minor purchases
9 11 12	3		Goes about home town freely
9 10	2	10-11	Writes occasional letter
4 9 10	3		Makes telephone calls
4 8 9 10 11	5		Does small remunerative work
			Answers ads; purchases by mail
4 8 9 10 11	5	11-12	Does simple creative work
4 9 10	3		Is left to care for self or others
8 9 10 12	4		Enjoys books, newspapers, magazines
3 4 9 12	4	12-15	Plays difficult games
3 4 6 9	4		Exercises complete care of dress
3 4 6 9	4		Buys own clothing accessories
3 4 6 9	4		Engages in adolescent group activities
3 4 6 8 9 11	6		Performs responsible routine chores
2 3 6	3	15-18	Communicates by letter
2 3 4 6	4		Follows current events
4 6 12	3		Goes to nearby places alone
4 6 12	3		Goes out unsupervised daytime
2 4 6	3		Has own spending money
3 4 6	3		Buys all own clothing
2 3	2	18-20	Goes to distant points alone
3 4 6	3		Looks after own health
2 3	2		Has a job or continues schooling
3 4	2		Goes out unrestricted
1 2 3	3		Controls own major expenditures
3 4 6	3		Assumes personal responsibility

Table 7 continued

4	1	20-25	Uses money providently
2 4	2		Assumes responsibility beyond own needs
2 6	2		Contributes to social welfare
2	1		Provides for future
2	1	25+	Performs skills work
2 6	2		Engages in beneficial recreation
1 2 6	3		Systematizes own work
1 2	2		Inspires confidence
2	1		Promotes civic progress
			Supervises occupational pursuits
1 2 3 4 6	5		Purchases for others
2	1		Directs or manages affairs of others
			Performs expert or professional work
2	1		Shares community responsibility
1 2 6	3		Creates own opportunities
2	2		Advances general welfare